A STUDY ON THE JOB SATISFACTION AMONG THE TEACHING FACULTY OF SELF FINANCING ARTS AND SCIENCE COLLEGES AFFILIATED TO BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI

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Submitted by

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CERTIFICATE

This is to certify that the thesis entitled, "A STUDY ON THE JOB SATISFACTION AMONG THE TEACHING FACULTY OF SELF FINANCING ARTS AND SCIENCE COLLEGES AFFILIATED TO BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI" is a bonafide record of research work carried out by Mr. D.Sugumar, under my direct guidance and supervision and that the thesis has not formed basis previously for the award of any degree, diploma, fellowship or associateship or any other similar title and represents independent work on the part of the candidate.

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DECLARATION

I hereby declare that the thesis entitled “A STUDY ON THE JOB SATISFACTION AMONG THE TEACHING FACULTY OF SELF FINANCING ARTS AND SCIENCE COLLEGES AFFILIATED TO BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI” embodies the results of my research work carried out under the guidance and supervision of DR. S. JOSEPH XAVIER.,M.Com., MBA., M.Phil., M.Ed., Ph.D., Associate Professor and Research Advisor in Commerce and that I have not submitted the above thesis to any University for any degree, diploma, fellowship or associateship or any other similar title previously.

D.SUGUMAR

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D.SUGUMAR

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CHAPTER – I

INTRODUCTION AND DESIGN OF THE STUDY

INTRODUCTION

Job satisfaction is the state of feelings towards the job undertaken by an employee either positively or negatively. Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job."[1] It is an affective reaction to one's job;"[2] It is also called an attitude towards one's job."[3]

According to Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. "Okpara (2005) observed on job satisfaction: "as senior faculty members retire at the leading U.S. universities over the next decade, it is increasingly likely that they will be replaced by younger faculty members who are women, under-represented minorities or foreign-born scholars. This changing landscape of faculty members at U.S. universities will require that university administrators deal with issues related to faculty job satisfaction across a variety of personal and professional dimensions."[4]

A similar situation is prevailing in India after privatization in educational institution; hence it stresses the importance of studying job satisfaction among teaching faculty. "According to Aydınay et.al., (1996)

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[1]Brief, A. P., & Weiss, H. M. (2001). Organizational behaviour: affect in the workplace. Annual Review of Psychology, 53, 279-307, p. 282
[2] Weiss, H. M. (2002). Deconstructing job satisfaction: separating evaluations, beliefs and affective experiences. Human Resource Management Review, 12, 173-194, p.174
[3]Ibid
[4]Okpara, J. O., Squillace, M., & Erondu, E. A. (2005). Gender differences and job satisfaction: A study of University teachers in the United States. *Women in Management Review*, *20*(3–4), 177–190.

the studies conducted on teachers' job satisfaction, it was found that job satisfaction levels were higher among teachers working in private schools than among those working in state schools; these levels are higher among female teachers than male teachers, among teachers who thought their income was adequate and among teachers with over 10 years of service."[5]

Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programmes, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desire ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states "*No people can rise above the level of its teachers*". As a person a teacher imbibes, interprets and disseminates the relevant items of culture and traditions of the past, and creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chaffe, and strengthens social and economic fabrics of the nation.

Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. Hence retention of high quality teachers becomes important. It is also important to understand the factors behind the retention of the good teachers. One such factor behind the retention of the good teacher is job satisfaction.

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[5] Aydınay, A. (1996). Murat TAŞDAN, "Comparison of the Level of Job Satisfaction between at Private and State Primary School Teachers", Education and Science, 2008, Vol. 33, No 147

Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which the standard of education is falling. Teachers are dissatisfied in spite of different plans and programmes, which have been implemented to improve their job. Job satisfaction consists of total body of feeling towards the nature of job, promotion and of supervision etc that an individual has in his job. If the sum total of influence of these factors gives a rise to feelings of satisfaction, the individual has job satisfaction.

Husne Demirela et.al, (2008) has observed that "There are many studies in India and abroad which examine the job satisfaction of teachers. These studies dealt with job satisfaction and the factors which affect job satisfaction such as, salary, gender, school administration, and counselling, working conditions mostly in schools, Government Colleges and University."[6] However, virtually none of these studies were concerned with private college teaching faculty satisfaction. Hence the present thesis attempts to study the job satisfaction among the teaching faculty of self financing Arts and Science Colleges affiliated to Bharathidasan University, Tiruchirappalli.

IMPORTANCE OF JOB SATISFACTION

(Moser, 1997) proclaimed that Job satisfaction is very important and its absence would often lead to lethargy and reduced Organizational commitment."[7] Alexander et al., (1998) observed that the lack of job

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[6] Hüsne Demirela, Gürcü Koç Erdamarb ,Examining the relationship between job satisfaction and family ties of turkish primary school teachers, *Vocational Education Faculty, Gazi University, Ankara and Turkey* Received October 8, 2008; revised December 10, 2008; accepted January 2, 2009

[7] Moser, K. (1997). Commitment in organizations. *Psychologies 41 (4)*, 160-170.

satisfaction is a predictor of quitting a job."[8] "Further Organ, D. W., & Ryan, K. [1995] have stated that Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviours such as organizational citizenship, absenteeism, and turnover."[9] "And Mount, M., Ilies, R., & Johnson, E. [2006] have described in his study that job satisfaction partially mediates the relationship of personality variables and deviant work behaviours."[10]

"One common research finding is that job satisfaction is correlated with life satisfaction."[11] "This correlation is reciprocal. Many people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life."[12] An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity. This is a vital piece of information to researchers and businesses, as the idea that satisfaction and job performance are directly related to one another. "It is often cited in the media and in some non-academic management literature.

There is a strong evidence that organizational commitment is affected positively by job satisfaction Dubinsky and Hartley, [1986]"[13] particularly in sales Hunt et al., [1984]. "The greater the salespeople's

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[8] Alexander, J.A; Liechtenstein, R.O, & Hellmann, E. (1998). A causal model of voluntary turnover among nursing personnel in long term psychiatric setting. *Research in Nursing and Health 21 (5),* 415-427.

[9]Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behaviour. Personnel Psychology, 48, 775-802

[10]Mount, M., Ilies, R., & Johnson, E. (2006). Relationship of personality traits and counterproductive work behaviours: The mediating effects of job satisfaction. Personnel Psychology, 59, 591-622.

[11] Rain, J.S., Lane, I.M. & Steiner, D.D. (1991) A current look at the job satisfaction/life satisfaction relationship: Review and future considerations. Human Relations, 44, 287–307

[12] Rode, J. C. (2004). Job satisfaction and life satisfaction revisited: A longitudinal test of an integrated model. Human Relations, Vol. 57(9), 1205-1230.

[13]Dubinsky AJ, Hartley SW. Antecedents of retail salesperson performance: a path-analytic perspective. J Bus Res 1986; 14(June):253– 68.

job satisfaction, the greater their organizational commitment."[14] "Between 1970 and 1975, Knight, [1978] found that 263 Ohio agriculture teachers left the profession for reasons other than retirement or death."[15] "Similarly, Morgan, [1988] concluded that approximately 11 percent of all secondary agriculture teachers left the profession annually for reasons other than death or retirement. Is there a causal link between leaving the profession and job satisfaction? If one can hypothesize that there is any causal link, then it becomes important that agricultural educators assess the level of job satisfaction among agriculture teachers."[16]

"Low levels of job satisfaction and high rates of burnout and attrition are common among behavioural health providers serving challenging patient populations Bingham et al., [2002]."[17] From the above one could understand how job satisfaction is important to both Industry and service sectors. Job dissatisfaction would lead to turnover, absenteeism and loss of productivity.

JOB SATISFACTION AND PRODUCTIVITY

"It has been postulated that high level of satisfaction would lead to high level of performance. High levels of performance may provide rewards in terms of bonus, promotion, pay increase, new task, responsibilities, praise and recognition, which in turn lead to satisfaction. When performance leads to equitable rewards, it is predicted that high satisfaction will result. Therefore, satisfaction rather than causing

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[14] Hunt SD, Chonko LB, Wilcox JB, Ethical problems of marketing researchers J Mark Res 1984; 21(August):309– 24.
[15] Knight, J. (1978), Why vocational agriculture teachers in Ohio leave teaching. Journal of the American Association of Teacher Educators in Agriculture, B (3).
[16] Morgan, L .V. (1988), Examining vocational education-Job training partnership act co-ordination. National Centre for Research in Vocational Education, Columbus, OH.
[17] Bingham, C.R., Valenstein, M., Blow, F.C., & Alexander, J.A. (2002). The mental health care context and patient characteristics: Implications for provider job satisfaction. *Journal of Behavioural Health Services & Research, 29,* 335-344.

performance is caused by it. Both performance and satisfaction can serve as dependant variables Locke, et al., [1970].”[18] “Worker satisfaction and productivity appear to be affected by both job content and context factors.

The relationship between worker satisfaction and productivity could be viewed as given below: (1) satisfaction leads to productivity, (2) productivity leads to satisfaction, and (3) satisfaction–productivity relationship is affected by a number of variables. Attempts have been made by researchers for more than two decades to establish a meaningful or significant relationship between worker satisfaction and productivity. Such attempts, however, have been largely unsuccessful. Standard or goal-setting and performance feedback are considered to have motivating effects on worker performance and they affect worker satisfaction.

Research studies have shown that specific hard goals produce better performance than ‘do your best’ or easy goals Locke, et al., [1984].”[19]Hence job satisfaction is closely correlated to the productivity or performance of the employees in an organization.

SELF FINANCING COLLEGE

In India, over the years, there have been private initiatives in education initially for philanthropic reasons and eventually for commercial reasons in professional and in higher education to meet the growing demands.

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[18] Locke, E.A., 1970. Job satisfaction and job performance: a theoretical analysis. Organisational Behaviour, Human Performance 5, 484–500.

[19] Locke, E.A., Latham, G.P., 1984. Goal Setting: A Motivational Technique that Works. Prentice-Hall Inc., New Jersey. Locke, E.A., Cartledge, N., Kneer, C.S., 1970. Studies of the relationship between satisfaction, goal-setting and performance. Organisational Behaviour, Human Performance 5, 135–158.

Privatization of higher education has emerged in several forms and types in the recent decade in India. 1) Privatization within government higher educational institutions takes place in the form of introducing self-financing courses. 2) Converting government-aided private institutions into private self financing institutions; 3) Allowing self-financing private institutions with recognition and also without recognition to expand, which may be termed as commercial private higher education institutions.

According to the survey report of the National Assessment and Accreditation Council, 2008, there are 17625 colleges in the country. Out of these, only 14000 colleges come under the purview of UGC'S system. Only 40% colleges are reorganized under the 2(f), which means 60 % of the colleges in our country are not assessed and they are without minimum qualifications.

There are 42 % of the institutions privately owned and run catering to 37 % of the students enrolled in the higher education that is 3.1 million out of 8.4 million. Further, human resources demand in India is increasing 18 % ever year but growth of higher education is only 11%; hence the need for privately owned institutions is expanding. Government and Universities have granted recognition /affiliation to unaided colleges and many Universities have authorized new self-financing courses even in government and aided colleges.

WHY IS JOB SATISFACTION IMPORTANT FOR TEACHING FACULTY?

Teaching faculty is the most important group of professionals for our nation's future. They are producing good leaders, economists and

scientists etc. to the nation. Apart from this, they are safeguarding society through eradicating ignorance and inequalities among the people in the society. “It is estimated that in 20,918 colleges in the country, 1.86 crore of students are being trained up by these professionals.

Hence teaching faculty at college level is more responsible than any other professionalists in the world, as per the confidential report by the National Assessment and Accreditation council, which is affiliated to the University Grants Commission (UGC). It expressed the concern over the fact that 68 % of the country’s universities and 90 % of its colleges are” of middling or poor quality” and that well over half of the faculty in India’s colleges do not have the appropriate degree qualifications.”[20]

As of now, more than 50 % higher education in India is imparted through private institutions and job satisfaction amongst teaching faculty is also quite low. A highly quality of teaching staff is the corner stone of a successful educational system. Daily interaction between teachers and students is the centre of the education process: Attracting and retaining high quality teachers is thus a prime necessity for higher education in India.

It is an important thing to understand the factors behind the retention of the high quality faculty in higher education. One such factor is job satisfaction. Job satisfaction is one factor behind the retention of high quality faculty in higher educational institutions in India. Hence an attempt is made by the researcher to evaluate the job satisfaction amongst teaching faculty of the self financing colleges affiliated to Bharathidasan University.

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[20] Chronicle of Higher education (CHE),July 6,2007

PROBLEM FOCUS

Job satisfaction is a set of feeling, thought, emotion and intentions with which the workers view their work. Job satisfaction is an effective attitude towards the overall job related dimensions and factors such as workplace conditions, compensation, infrastructure, professional development and others .Job satisfaction creates intangible benefits to the organization which include reduction in complaints and grievances, absenteeism, turnover and termination.

Andrew Carnegie is clearly depicting the role of job satisfied employees in an organization. Although there are many job satisfaction studies focusing on industrial and organizational setting, there is only less literature on job satisfaction of academic faculty. Pearson and Seiler view that this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting.

Since 1993 there have been a number of mushrooming self financing Arts and Science Colleges in India after the introduction of the new economic policy. In India over the years, there have been private initiatives in education initially for philanthropic reasons and eventually in professional and even in general higher education to meet the growing demand Privatization of higher education has emerged in several forms and types in the recent decade in India.

It is indispensable to understand the level of Job satisfaction of employees and the teaching faculty of self financing colleges, because the level of job satisfaction attained by employees would help to frame strategies not only to improve the satisfaction level but also for the efficient practice of privatization policy. Tiruchirappalli is the centre of

Tamil Nadu where Bharathidasan University is functioning. It covers 60 self financing Arts and Science colleges apart from other aided colleges across 8 districts. Therefore the researcher has chosen to study job satisfaction among the teaching faculty of self financing Arts and Science Colleges affiliated to Bharathidasan University.

OBJECTIVES OF THE STUDY

1. To study the Job satisfaction level among the teaching faculty towards the workplace conditions of the self financing Arts and Science Colleges affiliated to Bharathidasan University.
2. To know the job satisfaction level among the teaching faculty towards the compensation of the self financing Arts and Science Colleges affiliated to Bharathidasan University.
3. To understand the job satisfaction level among the teaching faculty towards the Infrastructure of the self financing Arts and Science Colleges affiliated to Bharathidasan University.
4. To analyze the job satisfaction level among the teaching faculty towards the professional development of self financing Arts and Science Colleges affiliated to Bharathidasan University.
5. To offer suggestions for improved job satisfaction level of teaching faculty working in Self financing Arts & Science Colleges affiliated to Bharathidasan University.

HYPOTHESES OF THE STUDY

1. There is a significant difference between the gender of the respondents and their overall job satisfaction.
2. There is a significant association between the age of the respondents and their overall job satisfaction.

3. There is a significant difference between the marital status of the respondents and their overall job satisfaction.
4. There is a significant difference between the educational qualifications of the respondents and their overall job satisfaction.
5. There is a significant difference between the experience of the respondents and their overall job satisfaction.
6. There is a significant difference between the course of the respondents and their overall job satisfaction
7. There is a significant difference between various departments of the respondents and their overall job satisfaction.
8. There is a significant difference between the income of the respondents and their overall job satisfaction
9. There is a significant difference between the gender of the respondents and their professional development.
10. There is a significant difference between the marital status of the respondents and the job satisfaction towards the compensation.

METHODOLOGY

There are 60 self financing arts and science colleges affiliated to Bharathidasan University, Tiruchirappalli. The total number of teaching faculty employed in all these 60 self financing colleges is 2863. This study is designed to collect primary data from a sample size of 400 respondents, which is 14% of the universe, who are selected under proportionate stratified simple random sampling techniques.

In order to retain objectivity every attempt was made to take an unbiased sample. This study is a combination of both exploratory and descriptive one in nature. A well structured questionnaire was prepared considering 4 major dimensions such as workplace conditions, compensation, infrastructure and professional development for calculating the level of job satisfaction among the teaching faculty of self financing Arts and Science Colleges. There are 105 questions excluding 12 personal profile questions. The reliability and validity of the questionnaire on the basis of Alpha value is 75.76 %, for the 105 items and N= 400.

The questionnaire consists of two sections. First section deals with personal information and second section deals with four clusters of variable which were analyzed to determine teachers' job satisfaction. The specific variable in the cluster are as follows:

Personal Data such as Name, Name of the Institution, Gender, Age, Marital Status, Designation, Educational Qualifications, Nature of appointment, Experience, Course, Department and Monthly salary.

Workplace conditions covers nature of the management, decision making opportunity, discharge of routine work, interpersonal relation, parental care and parent support, student's attitude and involvement and students' behaviour.

Compensation such as salary, allowance, other benefits and rewards and awards.

Infrastructure facilities, questions related to infrastructure in terms of physical environmental, infrastructure in terms of general, infrastructure in terms of Lab/Library and infrastructure in terms of teaching aids.

Professional Development such as professional development and higher studies, professional development and governmental program, professional development seminars and conference and professional development and funding project and consultancy services.

The pilot study had encouraged the researcher to restructure questionnaire; it identified the defects in the questionnaire and helped the researcher to add as well as remove the questions in the questionnaire. The researcher collects the reviews and secondary data

from the various sources such as research study, survey reports, magazines, news paper, university website, internet and books.

STATISTICAL TECHNIQUES

The researcher had applied the relevant statistical tools to analyse the multivariate variable by using chi square test, mean, standard deviation, cross tabulation, student 't' Test, One – way ANOVA, Inter correlated matrix correlation, Npar mann Whitney test and five point scale measurement in order to find out the qualitative degree of relationship existing between measures of different categories. Besides percentage analysis is made to show the results with the help of pictographic presentation.

SCOPE OF THE STUDY

This study covers the analysis of job satisfaction level attained by teaching faculty of self financing Arts and Science Colleges affiliated to Bharathidasan University, Tiruchirappalli. This study considers four dimensions namely workplace conditions, compensation, infrastructure and professional development for evaluating the level of job satisfaction attained by teaching faculty. Under the workplace conditions there are six variable and the rest of the three dimensions there are four variable each to extract the job satisfaction level of the teaching faculty.

LIMITATIONS OF THE STUDY

1. This study ignores the self financing Arts and Science courses offered by Aided Colleges and Government Colleges affiliated to Bharathidasan University

2. This study is restricted to teaching faculty only, and does not include non teaching staff members of self financing Arts and Science colleges
3. This study does not cover any self financing Arts and Science colleges which obtained affiliation from Bharathidasan University after 2009
4. The application of the present study cannot be substantiated with other colleges operating in the different states and other places.

ORGANIZATION OF THE THESIS

The thesis is organized into the following five chapters.

Chapter I: INTRODUCTION AND DESIGN OF THE STUDY

The first chapter presents the introduction, importance of job satisfaction, job satisfaction and productivity, self financing college, why the job satisfaction is important for teaching faculty, problem focus, objectives of the study, hypotheses, methodology, statistical tools, scope of the study, and limitation of the study and organization of the thesis.

Chapter II: CONCEPTS AND REVIEW OF LITERATURE

The second chapter deals with the concepts and review of related literature

Chapter III: PROFILE OF THE STUDY AREA

The third chapter deals with profile of the study area and study unit

Chapter IV: ANALYSIS AND INTERPRETATION OF THE DATA

The fourth chapter deals with the analysis and interpretation of the parameters framed and dimensions of each parameter such as personal data, workplace conditions, compensation, infrastructure, professional development opportunities and overall job satisfaction of the teaching faculty of self financing Arts and Science colleges affiliated to Bharathidasan University.

Chapter V: SUMMARY OF FINDING, SUGGESTIONS, RECOMMENDATION AND CONCLUSION

The fifth chapter sums up all the findings of the study, suggestions and conclusion. This chapter also includes an action plan and recommendation to the university and government for improving higher education in the state of Tamil Nadu

The next chapter deals with the concepts and review of related literature.

CHAPTER II

CONCEPTS AND REVIEW OF RELATED LITERATURE

The general purpose of this study is to document job satisfaction of teaching faculty. The primary goal of this chapter is to review and summarize literature that is relevant to the understanding job satisfaction among teaching faculty. Definition of job satisfaction history and theories of job satisfaction are discussed, and selected job satisfaction theories are reviewed. Studies exploring job satisfaction of teaching faculty are also addressed, with specific focus being placed on job satisfaction variables specific to teaching faculty in the Arts and Science Colleges.

DEFINITION OF THE JOB SATISFACTION

"To begin a discussion on job satisfaction, one might logically begin with a definition. According **to Webster's Dictionary (1986),** job satisfaction refers to how well a job provides fulfilment of a need or want, or how well it serves as a source or means of enjoyment. Job satisfaction is defined more specifically in the literature, and several theorists have generated their own workable definitions.

Of those researchers, Robert Hoppock is perhaps the most widely cited, although others have emerged with definitions reflecting more current theoretical underpinnings of job satisfaction. Some of the versions use the terms job attitudes, work satisfaction, and job morale

interchangeably, which may explain the lack of a standardized job satisfaction definition."[21]

Within the literature, **Hoppock (1935)** offered one of the earliest definitions of job satisfaction when he described the construct as being any number of psychological, physiological, and environmental circumstances which lead a person to express satisfaction with their job."[22]

Wexley and Yukl (**1984)** stated that job satisfaction is influenced by many factors, including personal traits and characteristics of the job. To better understand these employee and job characteristics and their relationship to job satisfaction, various theories have emerged and provided the vital framework for future job satisfaction studies."[23]

"According to **Martin and Schinke (1998)** Observed that Extrinsic factors are external job related variables that would include salary, supervision, and working conditions. These extrinsic factors have also been found to have a significant influence on job satisfaction levels."[24]

"As **O'Driscoll and Randall, (1999)** observed later theories focused more on the presence or absence of certain intrinsic and extrinsic job factors that could determine one's satisfaction level. Intrinsic factors are based on personal perceptions and internal feelings, and include factors such as recognition, advancement, and

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[21] Merriam Webster Inc. (1986). *Webster's Third New International Dictionary of the English Language-Unabridged.* Merriam Webster Inc, Springfield, MA

[22] Hoppock, R. (1935). Job Satisfaction. New York: Harper Brothers.

23 Wexley, K. & Yukl, G. (1984). Organizational Behaviour and Personnel psychology. Homewood, IL: Richard D. Irwin.

24 Martin, U., & Schinke, S. P. (1998). Organizational and individual factors influencing job satisfaction and burnout of mental health workers. Social Work in Health Care, 28, (2), 51-62.

responsibility. These factors have been strongly linked to job satisfaction."[25]

"According to **Brown, (1998)** early traditional theories suggested that a single bipolar continuum, with satisfaction on one end and dissatisfaction on the other, could be used to conceptualize job satisfaction. Later revisions of the theory included a two-continuum model that placed job satisfaction on the first scale, and job dissatisfaction on the second."[26]

All the above definition about the job satisfaction has described fulfil the need and wants can be helpful to obtained job satisfaction. **Hoppock (1935)** specifically said that three factors are helpful to indentify the job satisfaction that is psychological, physiological and environmental.

Whereas **Wexley and Yukl** (**1984)** observed that there are many factors influenced job satisfaction even that personal traits and job characteristics are most important to determinant of the job satisfaction.

Martin and Schinke (1998) has inferred that job satisfaction can be understand only by the extrinsic factors like salary, working condition, supervision etc**. O'Driscoll and Randall, (1999)** has brought to the new paradigm shift and introduced one more word is called job satisfaction and dissatisfaction and they argued that both may existed in the organizational setting

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[25] O'Driscoll, M. P., & Randall, D. M. (1999). Perceived organisational support, satisfaction with rewards, and employee job involvement and organizational commitment. *Applied Psychology: An International Review, 48, (2),* 197-209.

[26] Brown, M., Hohenshil, T.H., & Brown, D. (1998). School Psychologists' job satisfaction in the USA: A national study. *School Psychology International Journal, 19(*1), 79-89.

HISTORY OF THE JOB SATISFACTION RESEARCH

For almost one hundred years, employee job satisfaction has been targeted by research. The origin of these studies dates back to at least 1911, "when **Taylor** began to study employees and their job duties to develop better ways to train workers."[27] Seven years later, the interest in job satisfaction had clearly arrived when

Edward Thorndike examined the link between work and satisfaction in the *Journal of Applied Psychology* in 1918. Some experts in the field suggest that the study of job satisfaction can be traced back to almost 200 years, when the industrial revolution had begun to blossom in the United States. However, these initial studies were focused on maximizing worker productivity and the data was often muddled with vague constructs such as "morale" which provided little conceptual clarity and results that were marginally useful.

According to **Bruce & Walton** by 1927, the study of employee's positive or negative reaction to their jobs had fully begun to take hold when Elton Mayo first studied the effect of lighting at the Western Electric Hawthorne Works in Chicago." These studies showed that lighting had little connection to worker productivity, creating the fundamental groundwork for future studies that asked about other factors that may have an impact on employees.

The Hawthorne Studies continued until 1932, and in the five-year interval, the research widened to include factors such as temperature, fatigue, breaks, and working hours. Mayo's work may seem marginally relevant to job satisfaction today, but he discovered that the mere act of

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[27] Taylor, F. (1911). *Principles of Scientific Management*. New York: Harper & Brothers.

studying workers and providing them with more attention increased their motivation and productivity. Mayo had stumbled upon the essence of human motivation, marking a new era of humanistic job satisfaction research, and revolutionizing the research and theories of job satisfaction.

Bravendam Research Incorporated, (2002) has found that the Job satisfaction studies continue to emerge, and the results are often valued for both humanistic and financial benefits. When employees are satisfied, they tend to care more about the quality of their work, they are more committed to the organization, they have higher retention rates, and they are generally more productive."[28]

Spector (1997) suggests that job satisfaction data is helpful in evaluating the emotional wellness and mental fitness of employees and that organization can use the information to improve departmental policies and practices where dissatisfaction is expressed. Training programmes at higher learning institutions also value the research for evaluating their practices and addressing areas of dissatisfaction with practicing professionals in the field."[29]

According to **Merchant** (1983) the practice of school psychology also began to emerge in the late 1800's, as **Dr. Lightner Witmer** studied morally and mentally deficient children in the Cattell psychological laboratory."[30] "**Cutts (1955**) found that his studies prompted him to approach the American Psychological Association

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[28] Bravendam Research Incorporated (2002). Effective management through measurement: Special report. Retrieved September 20, 2002 from http://www.employeesatisfactions.com/

[29] Spector, P. E. (1997). Job satisfaction: Application, assessment, causes, and consequences. Thousand Oaks, CA. Sage.

[30] Merchant, C. (1983). An investigation of the practice of School Psychology in Virginia. Unpublished doctoral dissertation, University of Virginia, Charlottesville, Virginia.

(APA), to advocate a "new profession" in the field of psychology. Witmer's vision of psychological experts in the schools became a reality in 1899, when the Chicago Public Schools first employed psychologists. New York, Cincinnati, Pittsburgh, and St. Louis all followed suit, and in 1915, Connecticut hired the first official "School Psychologist."[31]

Merchant in his early years of school psychology described that practitioners were mainly used to administer individual intelligence tests for the mentally disabled. Although the occupation would evolve considerably over the next one hundred years, this aspect of the career would become the most enduring element of the job.

"**Fein (1974**) had observed that the growth and development of special education programmes and services would have a major impact on the field of school psychology, as students with disabilities would be identified and placed in special classes. These assessments and placements were often mandated by state boards, as were other standards of practice for school psychologists.

In the 1950's, the therapeutic element of the job would emerge as juvenile delinquency was on the rise, and schools were viewed as critical preventive agencies. School psychologists set their sights at understanding the emotional needs of students, and psychoanalytic methods and treatments were often employed. With the more expanded and challenging job responsibilities came a need for standardized training programmes and job qualifications.

This was the aim of the Thayer Conference of 1955, and the "New Directions in School Psychology Conference" in 1964. Both

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[31] Cutts, N. E. (1955). *School psychologists at mid-century*, Washington, D.C.: American Psychological Association.

concluded that school psychologists need to be aware of and address the broader societal issues, utilizing clinical, research, learning-theory, and consultation skills."[32]

"According to **Smith (1984)** within the last 25 years, governing bodies have become heavily involved, with legislation identifying more and more areas of disabilities that must be served by the schools. Well-trained school psychologists became frustrated with their heavy assessment responsibilities, and most desired to diversify their roles to include consultative and direct interventions with students."[33] As school psychologists expressed more and more dissatisfaction with their roles within the school system, job satisfaction studies in the field began to emerge.

"According to **Anderson**, **Hohenshil & Brown (1984)** completed one study on the job satisfaction of school psychologists in 1982. This research surveyed a nationwide sample of school psychologists and found that 85 percent of surveyed National Organization of School Psychologists (NASP) members were satisfied or very satisfied with their jobs."[34]

"**Brown (**1998) replicated the study ten years later, with results again showing that 85 percent of practicing school psychologists who were members of NASP was satisfied or very satisfied with their jobs. Both studies used a modified version of the Minnesota Satisfaction

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[32] Fein, L.G. (1974). *The changing school scene: Challenge to psychology*. New York: John Wiley & Sons, Inc.

[33] Smith, D.K. (1984). Practicing school psychologists: their characteristics, activities, and populations served. *Professional Psychology: Research and Practice*, *15*, 790-810.

[34] Anderson, W.T., Hohenshil, T.H., & Brown, D.T. (1984). Job satisfaction among practicing school psychologists: A national study. *School Psychology Review*, *13*, 225-230.

Questionnaire (MSQ), and on both the 1982 and 1992 studies, respondents were satisfied with 18 of the 20 subscales of the MSQ."[35]

THEORIES OF JOB SATISFACTION

There are numerous theories attempting to explain job satisfaction, but three conceptual Frame works seem to be more prominent in the literature. The first is content theory, which suggests that job satisfaction occurs when one's need for growth and self-actualization are met by the individual's job.

The second conceptual framework is often referred to as process theory, which attempts to explain job satisfaction by looking at how well the job meets one's expectations and values. The third conceptual group includes situational theories, which proposes that job satisfaction is a product of how well an individual's personal characteristics interact or mesh with the organizational characteristics. Each of the three theoretical frameworks has been explored and reviewed by countless scholars and researchers, and the purpose of this chapter is not to provide an exhaustive review of job satisfaction theories. Instead, a highlight of the main theories and theorists from each framework will be offered, to provide clarity, relevance and direction to this study of job satisfaction

CONTENT THEORIES

While discussing human needs, growth, and self-actualization, one cannot look far before finding Abraham Maslow and his "hierarchy of needs". (**Maslow's, 1954)** traditionalist views of job satisfaction were

[35] Brown, M., Hohenshil, T.H., & Brown, D. (1998). School Psychologists' job satisfaction in the USA: A national study. *School Psychology International Journal*, *19*(1), 79-89.

based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs such as water, food, and shelter were identified.

The next level consisted of physical and financial security, while the third tier included needs of social acceptance, belonging, and love. The fourth tier incorporated self-esteem needs and recognition by one's peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction.

According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs.

Building on the theories of Maslow, **Frederick Hertz burg (1974)** suggested that the work could serve as a principal source of job satisfaction. His approach led to the above mentioned two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on a second. Hertzberg's theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified the factors that contribute to each dimension as "motivators" and "hygiene". The motivators are intrinsic factors that influence satisfaction based on fulfilment of higher level needs such as achievement, recognition, and opportunity for growth.

The hygiene factors are extrinsic variables such as work conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, work will be dissatisfying. However, simply removing the poor hygiene does not equate to satisfaction. Similarly, when people are satisfied with their job, motivators are present, but removing the motivators does not automatically lead to dissatisfaction.

Essentially, job satisfaction depends on the extrinsic characteristics of the job, in relation to the job's ability to fulfil ones higher level needs of self-actualization. Hence the two continuum model of Hertzberg's Motivator-Hygiene theory

PROCESS THEORIES

Process theories attempt to explain job satisfaction by looking at expectancies and values **Gruenberg (1979)** this theory of job satisfaction suggests that workers' select their behaviours in order to meet their needs. Within this framework, **Adams' (1963)** and **Vroom, (1982)** have become the most prominent theorists. J. Stacy Adams' suggested that people perceive their job as a series of inputs and outcomes. Inputs are factors such as experience, ability, and effort, while outcomes include things like salary, recognition, and opportunity.

The theory is based on the premise that job satisfaction is a direct result of individuals' perceptions of how fairly they are treated in comparison to others. This "equity theory" proposes that people seek social equity in the rewards they expect for performance. In other words, people feel satisfied at work when the input or contribution to a

job and the resulting outcome are commensurate to that of their co-workers.

Vroom's (1964) theory of job satisfaction was similar in that it looked at the interaction between personal and workplace variables; however, he also incorporated the element of workers' expectations into his theory. The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. Discrepancies that occur between expected compensation and actual outcome lead to dissatisfaction. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur.

Conversely, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily modified element of outcome. Salary also has significance beyond monetary value and the potential to acquire material items, Gruenberg **(1979)** notes that it is also an indication of personal achievement, organizational status, and recognition.

Vroom's theory also goes one step further to incorporate an individual's personal decision making within the work-place. **Vroom (1982)** explained that employees would choose to do or not do job tasks based on their perceived ability to carry out the task and earn fair compensation. To illustrate and clarify his ideas, Vroom generated a three-variable equation for scientifically determining job satisfaction. Expectancy is the first variable, and this is the individual's perception of how well he or she can carry out the given task. Instrumentality is the second variable of the equation, and this refers to the individual's

confidence that he or she will be compensated fairly for performing the task. Valence is the third variable, which considers the value of the expected reward to the employee. In Vroom's formula each variable is given a probability value, and when all three factors are high, workers will be more satisfied and have more motivation. If any of the factors are low, work performance and employee motivation will decline.

SITUATIONAL THEORIES

The situational occurrences theory emerged in 1992, when Quarstein**, McAfee, and Glassman** stated that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities, and company policies that typically are considered by the employee before accepting the job.

The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

MEANING OF THE TERMINOLOGY

Teaching faculty

The teaching faculty consists of all persons with an appointment to the faculty with one of the following academic ranks: instructor/Lecturer, assistant professor, associate professor, or

professor. Part-time teachers, adjuncts, and assistant instructors, although members of the teaching staff are not members of the teaching faculty.

Self Financing College

It is an organization or College having or generating enough income to finance itself.

Affiliated to University

It means being joined in close association/ attached to the University

Workplace conditions

It covers nature of the management, decision making opportunity, discharge of routine work, interpersonal relation, parental care and parent support, students attitude and involvement and students behaviour.

Compensation

It covers salary, allowance, other benefits and rewards and awards.

Infrastructure Facilities

It related to infrastructure in terms of physical environmental, Infrastructure in terms of general, Infrastructure in terms of Lab/Library and infrastructure in terms of teaching aids.

Professional Development

It covers professional development and higher studies, professional development and governmental program, professional development, seminars and conference and professional development and funding project and consultancy services.

REVIEW OF THE LITERATURE

JOB SATISFACTION IN GENERAL

There are various factors that should determine the job satisfaction of the employees. The researcher has presented the collection of the various

AGE

There is a strong belief among the researcher that age and job satisfaction are significantly correlated "Mixed evidence exists in the literature concerning the relationship between age and Job satisfaction **Herzberg et al (1957)** after an extensive review of job satisfaction literature, Concluded that the association is best described by a U-shaped function. Initially satisfaction is high, then decreases, and eventually, after hitting a low point, increases again with age."[36]

"Saleh and Otis (1964) proposed a positive and linear function between age and job satisfaction until the preretirement period during which job satisfaction significantly declines. They attributed the increasing level of job satisfaction to the general adjustment to life, and

[36] Herzberg, F., Mausner, B., Peterson, R. O., & Capwell, D. F. (1957). Job attitudes: Review of research and opinion. Pittsburgh, PA: Psychological Service of Pittsburgh.

the Decreasing level of job satisfaction to a decline in health and an obstruction of channels for self actualization and psychological growth."[37]

"Hulin and Smith (1965) indicated that job satisfaction increases in a positive linear fashion with respect to age. As workers grow older, they tend to be more satisfied with their jobs. Older workers have lower expectations than younger workers, and they tend to be better adjusted to the work situation." [38]

"Quinn et al (1974) claimed that older workers are more satisfied with their work because they move into better work or more desirable positions across their careers." [39]

"According to **Pearson and Seiler (1983, p. 36)** "this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting." Several demographic, institutional, and personal factors have been shown to impact job satisfaction levels for faculty members. A large number of researchers have used a combination of variables such as gender, ethnicity, job achievement, nature of work, salary, collegial relationships, and rank and tenure to study their impact on faculty job satisfaction."[40]

"**Doerin et.al (1983)** there has been many investigations into the relationship between age and different forms of job satisfaction.

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[37] Saleh, S. D., & Ottis, J. L. (1964). Age and level of job satisfaction. Personnel Psychology, 17(4), 425-430.
[38] Hulin, C. L., & Smith, P. C. (1965). A linear model of job satisfaction. Journal of Applied Psychology, 49(3), 209-216.
[39] Quinn, R. P., Staines, G. L., & McCullough, M. R. (1974). Job satisfaction: Is there a trend? Manpower Research Monograph No. 30, U.S. Department of Labour. Washington, DC: Government Printing Office.
[40] Pearson, D. A., & Seiler, R. E. (1983). Environmental satisfiers in academics. *Higher Education*, *12*, 35–47.

Significant variations across age are commonly found, with older employees tending to report higher satisfaction than younger ones."[41]

"**Clark, (1993)** observed age differences in overall job satisfaction are greater than those associated with gender, education, ethnic background or income." [42]

"**Spector (1997,** p. 26**)** suggested two reasons why job satisfaction might increase with age. (i) Better benefits such as pension, rewards and pay, could increase satisfaction.(ii) Spector stated that, "people adapt to the job by adjusting their expectations to be more realistic, so that they are happier with less as they get older."[43]

GENDER

"Herzberg, Mausner, Peterson, and Capwell (1957) observe that "the comparison of job attitudes between men and women is of less interest than a study of the effects of the societal roles of men and women on their attitudes toward jobs." They suggested that the job attitudes of the sexes depend essentially on the same determinants, but that the determinants vary in the intensity of their effects."[44]

"**Hulin and Smith (1964)** maintain that if sources of correlated bias, such as pay, job level, promotional opportunities, and societal norms, are held constant or partially out, sex differences in job

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41 Doering, M., Rhodes, S. R. & Schuster, M. (1983). *The Aging Worker.* Beverly Hills, CA: Sage.

42 Clark, A. E. (1993). Job satisfaction and gender: Why are women so happy at work? Discussion Paper No. 415. Colchester: Department of Economics, University of Essex.

43 Spector, P. E. (1997). Job satisfaction: Application, assessment, causes, and consequences. Thousand Oaks, CA: Sage Publications, Inc.

44 Herzberg, F., B. Mausner, R. 0. Peterson, and D. F. Capwell (1957). *Job Attitudes: Review of Research and Opinion* (Pittsburgh, Pa.: Psychological Service of Pittsburgh.

satisfaction will disappear, and they (Hulin and Smith, 1965) caution investigators "to draw distinctions between male and female."[45]

"**Gruenberg (**1979**)** presented several reasons for the inconsistent results of the investigations concerning the relationship between gender and job satisfaction. Males and females might occupy different job levels in the same organization. Their promotion prospects might vary, as might pay and the level of need satisfaction in the same job. Women might perceive stronger social satisfaction in a position that requires few skills and offers limited promotion opportunities than men do and thus might experience greater job satisfaction than men."[46]

"**Nhundu** (1994) found in his research that self-appraisals and role-clarity factors emerged as the major predictors of overall job satisfaction among teachers in Zimbabwe. An important finding was that self-appraisals were a better predictor of overall job satisfaction than the appraisals by the teachers' supervisors. This could indicate that supervisors are not as well informed about the inner feelings, experiences and perceptions of an employee as they assume. Background variables such as gender, school level, and school size did not seem to be stable predictors of job satisfaction among Zimbabwean teachers. It also appears from this study that intrinsic, rather than extrinsic factors played an important role as precursors to perceived job satisfaction among this population of teachers."[47]

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[45] Hulin. C. L., and P. C. Smith. (1964) *"Sex Differences in Job Satisfaction," Journal of Applied Psychology,* Vol. 48. 88-92.

[46] Gruneberg, M. M. (1979). Understanding job satisfaction, New York: The Macmillan Press, Ltd.

[47] Nhundu TJ (1994). Facet and overall satisfaction with teaching and employment conditions of teachers in Zimbabwe. *Zimbabwe Journal of Educational Research,* 6:152-194

Thompson and McNamara (1997) synthesized job satisfaction research findings published in the first 26 volumes of Educational Administration Quarterly. They reported that neither age nor gender was of value in the prediction of job satisfaction."[48]

Smith, Smits, and Hoy (1998) recently also considered the issue of gender-related differences in job satisfaction for employees in small businesses. When the research team initially did not find differences in job satisfaction of men and women, they continued their investigation of the gender-related differences in job satisfaction considering the gender of the 13 small business owners. The results then indicated a significant difference. The most satisfied Females were employed in female owned and managed companies, with up to 25 employees. The most satisfied men were employed in male owned and managed companies, with 50 or more employees."[49]

"A study by **Ward and Sloane (2000)**, however, concluded that there are significant differences in job satisfaction levels based on the gender and disciplinary affiliation of faculty members. For female faculty members, they found that engineers were the most satisfied and social scientists were the least satisfied. For male faculty members, they concluded that social scientists had the highest levels of satisfaction and natural/physical scientists had the lowest levels. Although their study examined job satisfaction across gender and discipline, it was based on a sample of 900 academics at five Scottish universities more

[48]Thompson, D., & McNamara, J. (1997). Job satisfaction in educational organizations: A synthesis of research findings. Educational Administration Quarterly, 33(1), 1-31.
[49]Smith, P. L., Smits, S. J., & Hoy, F. (1998). Employee work attitudes: The subtle influence of gender. Human Relations, 51(5), 649-666.

than a decade ago. Disparity in pay across disciplines has also been shown to impact faculty job satisfaction."[50]

"The majority of studies that focus on faculty satisfaction have explored the relationship between satisfaction and gender **August and et.al ., (2004)** Most of these studies have found that male faculty members have higher levels of overall job satisfaction than female faculty members, particularly in terms of benefits and salary received."[51]

"Okpara et al. (2005) found that female faculty members in higher academic ranks expressed more satisfaction with their jobs than their male peers."[52]

"Bilimoria et al., (2006) did not find any significant differences between male and female faculty members in overall levels of job satisfaction. They did observe, however, that male faculty members had almost three times the satisfaction levels of female faculty members when it comes to promotion opportunities."[53]

EXPERIENCE

"Hackman **and Oldham (1976)** suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further

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[50] Ward, M. E., & Sloane, P. J. (2000). Non-pecuniary advantages versus pecuniary disadvantages: Job satisfaction among male and female academics in Scottish universities. *Scottish Journal of Political Economy*, *47*(3), 273–303.

[51] August, L., & Waltman, J. (2004). Culture, climate, and contribution: Career satisfaction among female faculty. *Research in Higher Education*, *45*, 177–192.

[52] Okpara, J. O., Squillace, M., & Erondu, E. A. (2005). Gender differences and job satisfaction: A study of university teachers in the United States. *Women in Management Review*, *20*(3–4), 177–190

[53]Bilimoria, D., Perry, S. R., Liang, X., Stoller, E. P., Higgins, P., & Taylor, C. (2006). How do female and male faculty members construct job satisfaction? The roles of perceived institutional leadership and mentoring and their mediating processes. Journal of Technology Transfer, 31, 355.

suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities. According to **Hackman and Oldham,** when these critical psychological states are experienced, work motivation and job satisfaction will be high."[54]

"According **to Lawler (1977)** work experiences have profound effects on both the individual employee and society as a whole. Furthermore, "the research evidence clearly shows that employees' decisions about whether they will go to work on any given day and whether they will quit are affected by their feelings of job satisfaction."[55]

"Ball & Stenlund, (1990) has observed that Albania and South Africa, teachers experience and job satisfaction is highly correlated."[56]

" **Kyvik,**(1990), has inferred from this study that is Once included the control variables in our regression models, however, the results changed for engineering. In this field, assistant professors were more satisfied than associate professors while there was no significant difference in satisfaction levels of associate and full engineering professors. One possible explanation might be that junior faculty in engineering demonstrate higher levels of productivity when compared

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[54] Hackman J .R. & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. O*rganizational Behaviour and Human Performance*, 16: pp. 250-279.
[55] Lawler. E. E. (1977). Job and work satisfaction. In W. C. Hamner & F. L. Schmidt (Eds.), contemporary problems in personnel. Chicago: St. Clair Press.
[56] Ball, C., & Stenlund, V. (1990). The centrality of work, working conditions and job satisfaction of teachers in Canada: An Ontario study. Journal of Organisational Psychology, 65, 185-196.

with associate and full professors which could lead to higher satisfaction levels." [57]

Iiacqua et al.,(1995) analyzed factors that affect job satisfaction and dissatisfaction of faculty in higher educational institutions. Age was among the factors found to affect job dissatisfaction. Younger, less experienced faculty expressed more job dissatisfaction than experienced tenured faculty."[58]

Sari (2004) showed that the more experienced teachers have less job satisfaction than their less-experienced colleagues."[59]

EDUCATION

"Carrell and Elbert (1974) education a review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive for example, reported negative direct effects of education on job satisfaction. They concluded that younger workers, who have a higher level of formal education, may be dissatisfied with performing the routine tasks required in most jobs."[60]

"A study report De Santis and Durst (1996) compared job satisfaction among public and private-sector employees. They identified many similarities between the two groups, but one of the clear differences concerned the education variable. The expected negative

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[57] Kyvik, S. (1990). Age and scientific productivity. Differences between fields of learning. *Higher Education*, *19*, 37–55

[58]Iiacqua, J. A., Schumacher, P., & Li, H. C. (1995). Factors contributing to job satisfaction in higher education. Education, 116(1), 51-61.

[59] Sari H 2004. An analysis of burnout and job satisfaction among Turkish special school head teachers and teachers, and the factors effecting burnout and job satisfaction. *Educational Studies,* 30:291-207. Abstract retrieved 3 May 2005, from EBSCOhost database

[60] Carrell, M., & Elbert, N. (1974). Some personal and organizational determinants of job satisfaction of postal clerks. Academy of Management Journal, 17(2), 368-373.

relationship between education and overall job satisfaction was much stronger for the private-sector employees than the public sector. DeSantis and Durst offered as a possible explanation that the private-sector individuals might be employed in unchallenging positions and might be experiencing larger gaps between expectations and realities."[61]

MARITAL STATUS

"**Cetin et al.,(2006)** have reported that marital status and children can also impact faculty satisfaction. The results of studies that explore the relationship between marriage and faculty job satisfaction have yielded mixed results. On the one hand, marriage has been shown to increase satisfaction levels for faculty members."[62]

"Cetin et al., 2006 among the non-work related factors that impact job satisfaction we found that married faculty members have higher satisfaction levels than unmarried faculty members in the sciences, social sciences, and health disciplines. This is a finding that supports previous results."[63]

TENURE

"**Muncrief (1979)** stated that since teacher education is a costly investment, if graduates do not remain in the profession, it would seem

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[61] DeSantis, V. S., & Durst, S. L. (1996). Comparing job satisfaction among public and private-sector employees. American Review of Public Administration, 26(3), 327-343.
[62] Cetin, M. O. (2006). The relationship between job satisfaction, occupational and organizational commitment of academics. *Journal of American Academy of Business Cambridge*, *8*(1), 78–88.
[63] Ibid

beneficial to take steps to increase the tenure of teachers who are both successful and satisfied with teaching."[64]

"It is also possible, as evidence provided by **Bedeian, Ferris, and Kacmar (1992)** has shown, that tenure and job satisfaction are positively related."[65]

" **De Santis & Durst, (1996)**it is possible that an increase in job tenure can be associated with a decrease in job satisfaction."[66]

Tenured faculty members are more satisfied than untenured faculty within sciences, social sciences, and engineering, while the reverse is true for faculty in the health fields. It is difficult to directly compare this result with the previous study done by **Adkins et al. (2001)** (which found a positive correlation between tenure and job satisfaction) because their study did not account for disciplinary differences."[67]

"A study conduct by Bender **and Heywood (2006)** concluded that tenured faculty members have higher job satisfaction levels than untenured faculty members. Our findings by academic rank indicated that within the sciences, social sciences, and health disciplines, full professors were more satisfied than associate and assistant professors."[68]

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[64] Muncrief, M. (1979). Work adjustment of vocational education teachers. The Journal of Vocational Education Research, 4, 35-48.
[65] Bedeian, A. G., Ferris, G. R., & Kacmear, K. M. (1992, February). Age, tenure, and job satisfaction: A tale of two perspectives. Journal of Vocational Behaviour, 33-48.
[66] DeSantis, V. S., & Durst, S. L. (1996). Comparing job satisfaction among public and private-sector employees. American Review of Public Administration, 26(3), 327-343.
[67] Adkins , C. L., Werbel, J. D., & Farh, J. (2001). A field study of job insecurity during a financial crisis. *Group & Organization Management*, *26*(4), 463–483
[68] Bender, K. A., & Heywood, J. S. (2006). Job satisfaction of the highly educated: The role of gender, academic tenure, and comparison income. *Scottish Journal of Political Economy*, *53*(2), 253–279.

"**Ambrose, Huston, and Norman (2005)** conducted a qualitative study to investigate faculty satisfaction and retention. The study focused on the faculty of a private university over a period of 2 years. Findings suggested sources of satisfaction or dissatisfaction clustered into areas such as salaries, collegiality, mentoring, and the reappointment, promotion, and tenure process of departmental heads."[69]

DISCIPLINE

"According to Olsen et al. (1995) has divided the variables that contribute to faculty job satisfaction into two main categories: (1) mediators and (2) triggers. Academic discipline served as a mediator in the model to predict faculty job satisfaction. Yet, Hagedorn did not find academic discipline as a significant predictor of job satisfaction. A similar result was obtained by who attempted to explain the job satisfaction of women and minority at a Carnegie Research I university. Disciplinary differences were observed in the amount of time expended by faculty in research and teaching, but discipline did not have an impact on job satisfaction levels."[70]

ATTITUDES

"According to **Taylor (1970)** Systematic studies about nature and causes of job satisfaction began in the 1930s, though the importance of the workers' attitudes in determining their satisfaction and

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[69] Ambrose, S., Huston, T., & Norman, M. (2005). A qualitative method for assessing faculty satisfaction. Research in Higher Education, 46(7), 803−830.
[70] Olsen, D., Maple, S. A., & Stage, F. K. (1995). Women and minority faculty job satisfaction: Professional role interests, professional satisfactions, and institutional fit. *The Journal of Higher Education*, *66*(3), 267–293.

productiveness was recognized long before, for example by Taylor in 1912."[71]

"**Furnham, (1997) and Locke (1976)** defined it as positive attitudes or emotional dispositions people may gain from work or through aspects of work."[72]

"Research conducted under the rubric of organizational climate has had success in aggregating individual employees' perceptions and investigating their relationship to both organizational-level and individual-level outcomes (**Schneider, White, & Paul,et.al., (1998)**. In addition, there are a handful of studies that have explored the relationship between aggregated employee job satisfaction attitudes and organizational (or unit-level) performance."[73]

"In a unique study conducted by **Harter et al. (2002),** the authors conducted a meta-analysis of studies previously conducted by The Gallup Organization. The study examined aggregated employee job satisfaction sentiments and employee engagement, with the latter variable referring to individual's involvement with as well as enthusiasm for work. Based on 7,939 business units in 36 organizations, the researchers found positive and substantive correlations between employee satisfaction-engagement and the business unit outcomes of productivity, profit, employee turnover, employee accidents, and customer satisfaction.

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[71] Taylor, F. W. (1970). *What is scientific management*? In H. F. Merril (Ed.). *Classics in management* (pp. 67-71). (Rev. Ed.) New York: American Management Association.
[72] FURHAM, A., (1997). *The psychology of behaviour at work*. Hove: Psychology Press LOCKE, E., 1976. The nature and causes of job satisfaction. *In:* M. D. DUNNETTE, ed. *Handbook of industrial and organizational psychology*, 105-112.
[73] Schneider, B., White, S. S., & Paul, M. C. (1998). Linking service climate and customer perceptions of service quality: Tests of a causal model. *Journal of Applied Psychology, 83*, 150-163.

More importantly, these researchers explored the practical utility of the observed relationships. For example, business units in the top quartile on the employee engagement measure yielded 1 to 4 percentage points higher profitability. Similar findings were found for productivity. Specifically, business units in the top quartile on employee engagement had, on average, from $80,000 to $120,000 higher monthly revenue or sales. Based on these data, it seems clear that aggregated measures of employee satisfaction and employee engagement are meaningfully related to business outcomes at a magnitude that is important to many (if not all) organizations.

In comparison to prior studies, the strength of Harter and his colleagues' research is the large Number of participants (*n* = 198,514), business units (*n* = 7,939), and firms (*n* = 36) included, thereby providing a level of precision and statistical power rarely found in scholarly (i.e., non-proprietary) research."[74]

"Velnampy (2008), in his study "Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka" concluded that job satisfaction does have impact on future performance through the job involvement, but higher performance also makes people feel more satisfied and committed. It is a cycle of event that is clearly in keeping with the development perspective. Attitudes such as satisfaction and involvement are important to the employees to have high levels of performance. The results of the study revealed that

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[74] Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology, 87,* 268-279.

attitudes namely satisfaction and involvement, and performance are significantly correlated."[75]

FEELING /NEED/MOTIVATION

"According to Herzberg's (**1968)** two factors theory looks at job satisfaction from a set of variables, which are motivators or satisfiers. The same theory uses a set of variables governing job dissatisfaction that of hygiene factors or dissatisfies. In other words, these factors can be described as either intrinsic (such as feelings of accomplishment, recognition and autonomy) or extrinsic (such as pay, security and physical work conditions)."[76]

"As **Locke (1976)** describes, differs from employee morale in two respects. Firstly, job satisfaction refers to a single individual and his/her job situation, whereas employee morale focuses more on how an employee relates to a sense of common (or group) purpose within an organization. Secondly job satisfaction more appropriately addresses past and present situations, while morale addresses feelings about the future."[77]

"According to **Salancik and Peffer (1977),** the need-satisfaction model suggests that persons have basic, stable, relatively unchanging identifiable attributes, including needs. Also, the model posits that jobs have a stable, identifiable set of characteristics that are relevant to those needs of individuals. Job attitudes and motivation are presumed to result from the association between the person's needs and the job

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[75] Velnampy T., "Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka", GITAM Journal of Management, Vol. 6, Issue-2, April-June 2008, Pg (66-73)
[76] HERZBERG, F., 1968. One more time: how do you motivate employees? *Harvard business review*, 46, 53-62.
[77] Locke, E .A. (1976).The nature and causes of job satisfaction In M.D. Donnette (ed.), Handbook of industrial and organisational psychology. Chicago, IL: Rand McNally.

characteristics. Thus, when the needs of the individual are compatible with the job's characteristics, it is presumed that the person is satisfied and more motivated to perform the job. In other words, jobs that fulfil a person's needs are satisfying and those that do not are not satisfying."[78]

"**Peretomode (1991) and Whawo (1993)**, have suggested that the higher the prestige of the job, the greater is the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind."[79]

"**Lester (1988**), suggested that Teachers job satisfaction does not allow one to assume that satisfaction is directly and ineluctably tied to commitment."[80]

"**Spector (1997)** believes that job satisfaction "can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job."[81]

"According to **Pathik and Pestonjee (1997)** the human behavior, people are more interested to work in those companies and service organizations from where they get mental satisfaction. Study found that

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[78] Salancik, G.R. & Peffer, J. (1977) an examination of needs-satisfaction models of job attitudes. *Administrative Science Quarterly, 22,* 427-456.

[79] Peretomode, V. F. (1991). *Educational Administration: Applied Concepts and Theoretical Perspective.* Lagos: Joja Educational Research and Publishers.

[80] Lestet, P.E (1988). Teaches job satisfaction: An annotated bibliograpghy and guide to research. New York, Garland publishing.

[81] Spector, P.E. (1997) *Job Satisfaction: Application, assessment, cause and consequences.* Thousand Oaks, CA: Sage Publications, Inc.

politics-free work environment is significantly correlated to job satisfaction of employees."[82]

"**Weiss (2002)** argues that job satisfaction is an attitude; it refers to how content an individual is with his or her job. Job satisfaction is a relatively recent term in the Nigerian context since in previous centuries; the job available to a person was often predetermined by the Parents' occupation."[83]

"A report issued by the **National Professional Teachers' Organization of South Africa (2002)** highlighted the how teacher morale affects the job satisfaction it was observed that 38.2% had a negative morale towards job satisfaction."[84]

"Shah & Shah (2008), in their study "Job Satisfaction and Fatigue Variables" concluded that relationship between fatigue and Job Satisfaction variables which were found to be significantly negative. The study also found that fatigue is negative predictor of Job Satisfaction.

The study is clearly indicative of different issues for Call Centre employees in Indian context. There are different ON THE JOB and OFF THE JOB FACTORS leading to dissatisfaction and fatigue for them which were explored in this study. If fatigue can be reduced and job

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[82] Pathik,R.D. and Pestonjee,D. D. (1997). *Organizational Politics Orientation as Related to Job Satisfaction, Job Involvement and Job Anxiety among Research and Development Personnel.* South Asian Journal of Management, pp. 39-44.

[83] Weiss, H. M. (2002). De-constructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resources Management Review*, 12, 173-194.

[84] National Professional Teachers' Organization of South Africa 2002. *Educator Morale in South Africa in 2002. Report on Findings*. Available http://www.naptosa.org.za/downloads/educator-morale.pdf. Accessed 20 July 2005

satisfaction can be increased by various innovative and encouraging strategies."[85]

WORKPLACE CONDITIONS

"The importance of job satisfaction among the employees of organizations and institutions goes back to the second half of the 20th century, with the appearance of Maslow's theory (1954). Since then, researchers have given deep consideration to the matter and various analytical studies have been undertaken. The movement towards human relationships sheds more light on the importance of the morale and improvement of the work conditions for the employees of organisations and institutions aiming at increasing productivity."[86]

Some interesting findings have been reported by **Eckert and Stecklein (1961)** on job satisfaction of college teachers .Using open-ended questions they found that aspects related to the nature of the work (such as "association with students," "helping young people grow") and working conditions (such as "fine colleagues," "intellectually stimulating associations") constituted the major sources of satisfaction, whereas recognition was little mentioned as a source of satisfaction. The "very satisfied" teachers were more often found in four-year institutions than in junior colleges, tended to spend more time in research and writing, and were more likely than the "dissatisfied"

85 Hardik Shah & Hiral Shah (2008), "Job Satisfaction and Fatigue Study", SCMS-COCHIN Journal managementhelp.org/person_wll/job_statisfaction.htm
86 Maslow, A. (1954).Motivation and Personality. New York: Harper and Row.

teachers to mention the intellectual challenge and stimulation of the job as a major satisfaction."[87]

"A research report of **Hill and French (1967)** found that the sanctions employable by the department chairman in the area of effective interpersonal contacts which are likely to affect professors may contribute to the satisfaction of professors in the department."[88]

"**Bachman** (1968) showed that the "effectiveness" of the dean in terms of his influence through personal qualities such as expertise and respect is significantly related to faculty satisfaction while faculty members would be less satisfied to view their own actions as deferring to the dean's legitimate rights and pressures by virtue of his position."[89]

"It appears, then, that for academicians, the work or role activity itself can partly account for their satisfaction. Perhaps academic work provides an opportunity for developing a sense of self-worth or self-actualization which is intrinsically gratifying.

Thus, in a study of occupational goals of the academic world and of the business world, **Goodwin (1969)** found that professors assigned the greatest importance to having the kind of work that "gives me a chance to develop my own special abilities" followed by "helping other people." Business executives, while also placing greatest importance on developing special abilities, considered having a chance "to get to the top" second in importance. Further, college professors clearly showed a

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[87] Eckert, Ruth E., and Stecklein, John E. Job Motivations and Satisfactions of College Teachers: A Study of Faculty Members in Minnesota Colleges. Cooperative Research Monograph No. 7.Washington, D.C.: U.S. Government Printing Office, 1961.
[88] Hill, Winston W., and French, Wendell L. "Perceptions of Power of Department Chairmen by Professors." Administrative Science Quarterly, 11 (1967), 548-574.
[89]Bachman, J. G. "Faculty Satisfaction and the Dean's Influence: an Organizational Study of Twelve Liberal Arts Colleges."Journal of Applied Psychology, 52 (February, 1968), 55-61.

de-emphasis of monetary reward which to the business executives is a symbol of success.

Thus, academia and business represent two rather different worlds with different occupational orientations. Professional values and self-conceptions apparently play an important part in the work of academicians. It has been observed that the social organization of academic faculties centres on the ideals of professional expertise and the collective collegial pattern. Indeed, the implications of a collegial structure, in terms of mutual influence in interpersonal interactions, have been found to be related to the satisfaction of academicians."[90]

"Barnowe (1972) has observed that Working conditions and the individual's perceptions of his or her success and the internal-external feedback one receives from his or her performance all have some effect."[91]

"Cohen (**1974)** followed Herzberg's example by using the critical incident method to question 222 community college instructors from twelve colleges to relate aspects of their work that led them to feel satisfied and aspects that led them toward feelings of dissatisfaction. More than two thirds of the group indicated that they gained satisfaction from student learning or from interaction with students, and nearly two-thirds related administrative, collegial, and/or organizational difficulties

[90] Goodwin, Leonard. "The Academic world and the Business World: A Comparison of Occupational Goal." Sociology of Education, 42 (Spring, 1969), 170-187

[91] Barnowe, J.T. (1972) *The relative importance of job facets as indicated by an empirically derived model of job satisfaction.* Survey Research Center, University of Michigan, Ann Arbor.

as leading to dissatisfaction. The study supported the Herzberg's two factor theory."[92]

"**Edwin A. Locke's** Range of Affect Theory **(1976)** is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. An early form of job satisfaction theory held that all elements of one's work environment contributed in additive fashion to the total job satisfaction which one realized."[93]

"Friedlander (1978) analyzed job satisfaction data of two-year humanities faculty and non humanities chairpersons. In general, participants were satisfied with their jobs but expressed some dissatisfaction with working conditions. Other findings of Friedlander's research included that a general job satisfaction measure was relatively independent of a specific work-activity satisfaction measure and that the general measure was a better predictor of the desire to remain at the college than the specific measure."[94]

"Benoit and Smith, (1980) studied demographic and job satisfaction characteristics of Florida community college faculty. The term "faculty" included not only full-time and part-time Instructors, but also administrators, counsellors, librarians, and media support people. The two main reasons given for satisfaction were related to enjoyment of teaching and associating with and helping college-age students.

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[92] Cohen, A. M. (1974). Community college faculty job satisfaction. Research in Higher Education, 2(4), 369-376.

[93] Locke, (1976), A. P., & Weiss, H. M. (2001). *Organizational behavior: Affect in the* Workplace. Annual Review of Psychology, 53, 279-307, p. 282.

[94] Friedlander, J. (1978). The relationship between general job satisfaction and specific Work-activity satisfaction of community college faculty. Community/Junior College Quarterly, 2(3), 227-39.

Dissatisfaction was expressed with ill-prepared or unmotivated Students. Overall, 95% of the faculty was either satisfied or very satisfied."[95]

"**Sweeney (1981)** define teachers' satisfaction in terms of the discrepancy between actual opportunities in the environmental and teachers' performance for those opportunities. He found that teachers' satisfaction was related to teachers age, with older teachers expressing more satisfaction than younger teachers, students ability levels etc."[96]

"A study report of **Bacharch and Mitchell (1983)** has pointed out that within the educational context the importance of the reality of teachers and their attitudes towards their jobs came at the cost of studying the importance of the reality of other employees in the educational context, such as head teachers and supervisors."[97]

"Diener (1985) elicited faculty judgment about their jobs and stressors and job satisfaction and dissatisfaction. Student achievement, their own intellectual growth in a discipline and the world of ideas, working under flexible and relatively autonomous conditions, and association with stimulating peers contributed to job satisfaction. Job conditions (equipment and facilities, inflexible teaching schedules), personal conditions (lack of recognition, heavy teaching load), salary,

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[95] Benoit, R., & Smith, A. (1980). Demographic and job satisfaction characteristics of Florida community college faculty. Community/Junior College Research Quarterly, 4(3), 263-276.

[96] Sweeney. J (1982) Professional discretion and teachers satisfaction. High School Journal,65,1-6.

[97] Bacharach, S. and Mitchell, S., 1983. The source of dissatisfaction in educational administration: a role-specific analysis. *Educational administration quarterly*, 19 (1), 101-128.

red tape, and student and colleague apathy presented reasons for job dissatisfaction."[98]

Judith Kleinfeld et al., (1986) studied The Job Satisfaction of Alaska's Isolated Rural Teachers with their work life'. This study examines the sources of job satisfaction and dissatisfaction among 304 teachers randomly selected from small isolated schools in rural Alaska. These teachers are highly satisfied about their relationship with students and their pay benefits. Large numbers of teachers are dissatisfied, however, with community amenities, their students' academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages; yet they feel that inter-organizational relationships with the district office cause them more stress than cross-cultural relationships with the students and community.

In many isolated rural schools, high teacher turnover erodes the quality of education rural students receive. Hartrick, Hills, arid Wallin found that six out of ten teachers employed in rural British Columbia were not teaching in the same district five years later."[99]

Judith Kleinfeld et al., (1986) A recent study of teachers in rural Alaska found that majorities have taught at their present schools less than two years. Since the sources of teacher dissatisfaction depend on the specific conditions of the schools in which they teach, research on rural teachers' satisfaction with their work life should describe with some care the particular community and school context."[100]

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[98] Diener, T. (1985). Community college job satisfaction. Community/Junior College Quarterly, 9(4), 347-357.
[99] Research in Rural Education, Volume-3, November 3, 1986, USA, e-publication
[100] Ibid

Judith Kleinfeld et al., (1986) points out that most teachers in rural Alaska work in isolated Eskimo or Indian villages of a few hundred residents. While a handful of these communities are on the highway system, most are accessible only by light aircraft. These small communities offer few of the amenities teachers can take for granted elsewhere. While some school districts or communities provide modern teacher housing, in others teachers must rent cabins or plywood shacks.“[101]

Judith Kleinfeld et al., (1986) the conclusions of the study stated that Alaska's rural teachers to express satisfaction with their pay and benefits and to express discontent with the hardships of living in isolated Native villages without many amenities. Similarly, the number of teachers who express dissatisfaction with the distant district office was unexpected.”[102]

“**Ashton & Webb (1986)** Pointed out that, It is difficult to imagine that teachers satisfaction would not somehow translate into important effects in the teaching/learning process, Indeed, teachers “enthusiasm” has in the past been used as a simple index of teaching effectiveness.”[103]

“**Savicki and Cooley (1987)** investigated work environment factors associated with burnout in mental health professionals. Work environments associated with high burnout were those that required adherence to work through restriction of worker freedom and that deemphasized planning and efficiency. Higher levels of burnout were

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101 Ibid
102 Ibid
103 Ashton, P.T & Webb R.B (1986) Making a difference: Teachers’ sense of efficacy and student achievement. New York: Longman

also associated with vague job expectations, extensive rules and regulations, and minimal support of new ideas and procedures. Conversely, low levels of burnout were associated with environments in which employees were dedicated to their work, co-worker relationships were encouraged, and supervisory relationships were supportive."[104]

"A study report of **Cherniss & Kane et al.,(1987)** brings out the Characteristics of the job such as pay, promotion, supervision, working conditions and relationships with co-workers have been shown to be components of job satisfaction."[105]

"According to **Bryk & Driscoll (1988)** if teachers are dissatisfied with their work lives and lack commitment to their organizations, not only will they suffer, but their students will suffer as well."[106]

"The job satisfaction of employees in any organization, as **Conley et al. (1989)** have indicated, is regarded as a main component of the work environment and one of the main factors determining organizational climate."[107]

"Kennerly (1989) investigated the relationship among administrative leadership behaviours, organizational characteristics, and faculty job satisfaction in baccalaureate nursing programmes of private liberal art colleges. The existence of organizational behaviours such as mutual trust, respect, certain warmth, and rapport between the

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[104]Savicki, V. & Cooley, E. (1987). The relationship of work environment and client contact to burnout in mental health professionals. *Journal of Counselling & Development, 85,* 249-252.

[105] Chemiss C, -, & Kane, J .S. (1987).public sector professionals Job characteristics, satisfaction' and aspirations for intrinsic fulfilment through work. Human Relations, 40, 125-1 36.

[106] Bryk, A.S., Driscoll, M.E, (1988). The high school as community: contectual influences, and consequences for students and teachers. Chicago,National centre on effective secondary schools.

[107] Conley, S. H., Bacharach, S. and Bauer, S., 1989. The school work environment and teacher career dissatisfaction. *Educational administration quarterly*. 25 (1), 58-81.

dean/chair and the faculty member was a predictive factor in the development of nurse faculty job satisfaction."[108]

"In research conducted by, amongst others, **Esterhuizen (1989)**, on the factors influencing job satisfaction among white teachers in South Africa, the variables that emerged from these studies were aspects pertaining to working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style; and community involvement. Factors influencing job satisfaction among white teachers covered a broad spectrum, and included intrinsic as well as extrinsic factors."[109]

According to "Konicek's (1992), random sample included 204 faculty members from 37 community colleges in Texas. The relationship between diversity of workload and job satisfaction was assessed and identified as being not significant. Significant differences were discovered with respect to faculty perceptions of industrial training assignments. An increase in the number of negative statements concerning industry training assignments was accompanied by a decreasing satisfaction level with overall working environment."[110]

"**Cranny, Smith et Stone, 1992** Concern for the quality of working life preoccupied social scientists for the past 50 years. It is no

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[108] Kennerly, S. (1989). Leadership behaviour and organizational characteristics: Implications for faculty satisfaction. Journal of Nursing Education, 28 (5), 198–202.

[109] Esterhuizen JLP 1989. Die werksmotivering van die onderwyser in die primêre skool. Unpublished MEd dissertation. Potchefstroom: North-West University

[110] Konicek, D. G. (1992). Community college faculty who conduct industry training activities: A job satisfaction study. Community/Junior College Quarterly, 16(4), 361-372.

wonder that thousands of studies revolved around the concept of job satisfaction as a core concept of it."[111]

"**Ostroff (1992),** studied a sample of 364 schools, investigated the relationship between employees' attitudes and organizational performance. Ostroff found that aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several performance outcomes such as student academic achievement and teacher turnover rates. Across 12 organizational performance indexes, the magnitudes of the correlations between teacher satisfaction and performance ranged from .11 to .54, with a mean of .28. When the unique characteristics of the schools were statistically controlled for, teacher satisfaction and other job-related attitudes continued to predict many of the organizational performance outcomes. Results were strongest for teacher satisfaction; thus, organizations with more satisfied employees tended to be more effective than organizations with dissatisfied employees."[112]

"**Ostroff (1992),** study indicates that satisfaction is an important social process factor that fosters organizational effectiveness. The major limitation of this study pertains to the nature of the study sample; all organizations were secondary schools. The extent to which similar relationships would hold for organizations in other types of industries (manufacturing, service, etc) and occupations cannot be determined."[113]

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[111] Cranny, C.L., Smith, P. Stone, F.F. (1992). *Job satisfaction: How people feel about their job and how it affects their performance.* New York, Lexington Books.
[112]Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational Level Analysis. *Journal of Applied Psychology, 77,* 963-974.
[113]Ibid

"A study report of **Tack & Patitu (1992) has** concluded that faculty satisfaction rates are important because dissatisfaction with any aspect of a faculty position can result in decreased productivity and quality of work."[114]

"Job satisfaction can be affected by the work situation. Any aspect of the job and employing organization is part of the work situation. Based on an extensive review of the literature, **Bruce and Blackburn et al.,(1992),** identified challenging work, equitable rewards, supportive working conditions, and supportive colleagues as main determinants of job satisfaction as challenging work."[115]

"A study report of **Schneider, Gunnarson, & Wheeler, (1992)** the work itself is the factor that correlates most highly with overall job satisfaction."[116]

"A research report of **Bruce & Blackburn, et al.,(1992)** was that Employees' preference tends to be jobs that let them apply their abilities and skills and embody a diversity of tasks, freedom, and performance feedback. This preference makes work mentally challenging. Challenge has to be balanced. Not enough challenge can lead to boredom, but too much challenge and employees experience frustration and feelings of

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[114] Tack, M. W. & Patitu, C. L. (1992). *Faculty job satisfaction: Women and minorities in peril.* ASHE-ERIC higher education report no. 4. Washington, DC: Association for the study of higher education.

[115] Bruce, W. M., & Blackburn, J. W. (1992). Balancing job satisfaction and performance. Westport, CT: Quorum Books. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), the handbook of industrial and organizational psychology (pp. 1297-1349). Chicago, IL: Rand McNally

[116] Schneider, B., Gunnarson, S. K., & Wheeler, J. K. (1992). The role of opportunity in the conceptualization and measurement of job satisfaction. In C. J. Cranny, P. C. Smith, & E. F. Stone (Eds.), Job satisfaction (pp. 53-68). New York: Lexington Books.

failure. An appropriate level of challenge will cause feelings of pleasure and satisfaction."[117]

"**Bruce & Blackburn, et .al., (1992**) Supportive colleagues many individuals' social need can be satisfied through their favourable interaction with both co-workers and managers at work. Sympathetic and helpful co-workers can increase employee job satisfaction. Managers who interact favourably with employees assist in solving problems are aware of employees' challenges and are able to communicate effectively and provide constructive feedback periodically. These managerial behaviours can lead to increased job satisfaction for employees."[118]

According to "**Konicek's** (**1992)** random sample included 204 faculty members from 37 community colleges in Texas. The relationship between diversity of workload and job satisfaction was assessed and identified as being not significant. Significant differences were discovered with respect to faculty perceptions of industrial training assignments. An increase in the number of negative statements concerning industry training assignments was accompanied by a decreasing satisfaction level with overall working environment."[119]

"**Anna F.Lobosco and Dianna L.Newman (1992)** studied 'Teaching Special Needs Populations and Teacher Job Satisfaction'. Teachers' perceptions of their jobs are strongly related to their perceptions of their students. This article confirms what one might expect: Working with students who are gifted and talented positively

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[117] Bruce, W. M., & Blackburn, J. W. (1992). Balancing job satisfaction and performance. Westport, CT: Quorum Books.
[118] Ibid
[119] Konicek, D. G. (1992). Community college faculty who conduct industry training activities: A job satisfaction study. Community/Junior College Quarterly, 16(4), 361-372.

predicts job satisfaction, whereas working with students who have learning difficulties has a negative effect. Yet teachers 'self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compares to ideal conditions. This has clear implications for urban school districts involved in massive mainstreaming efforts. Teacher preparation and the impending merger of general and special education are discussed."[120]

"**Tack and Patitu (1992)** performed a count of the number of articles indexed within the research databases ERIC and PsycINFO during the period of 1970–1992 on the topic of job satisfaction. They found that only 13.7% of all satisfaction articles were focused on faculty job satisfaction Those factors include: school-specific factors like availability of material resources, teacher-students ratio, school environment, and school culture, prompt payment of salary, and feelings of successful teaching, among others. Interestingly, teachers have different factors that could influence their job satisfaction. For instance, prompt payment of salary might be an influencing factor to a teacher while school environment might be an influence factor to another. Job satisfaction has been demonstrated to be closely related to commitment, turnover, job performance, productivity and burnout."[121]

"**Furnham (1992)** pointed out that, according to the literature, job satisfaction factors are divided into three groups. These are 1) organisational characteristics focussing on issues such as reward, supervision, and decision-making practices, 2) specific aspects of the

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[120] Anna. Lobosco and Dianna L.Newman, 'Teaching Special Needs Populations and Teacher Job Satisfaction', Journal Urban Education, Vol.27, No.1, Pp.21-31, 1992, DOI:10.1177/ 0042085992027001003 (Sage Publications)

[121] Tack, M. W. & Patitu, C. L. (1992). *Faculty job satisfaction: Women and minorities in peril.* ASHE-ERIC higher education report no. 4. Washington, DC: Association for the study of higher education.

job that include workload, autonomy, feedback and the physical working environment, and 3) individual characteristics concerning personal characteristics such as self-esteem and general life satisfaction."[122]

A study report of the "**Barrett et al. (1992)** Respondents were only somewhat satisfied with their teaching positions and least liked their promotional opportunities and workload and most liked student contact. Significant differences in Job Satisfaction were found between the university and college faculty across 9 of the 36 job characteristics. No significant differences in Job Satisfaction for each of the career patterns and the selected demographic variables between the university and college faculty."[123]

Several researchers Cano & Miller et al., (1992) imply that faculty with high job satisfaction would be innovative and motivated to develop an environment, which would be conducive for student learning."[124]

"A research report of **(Choy et al., 1993)** the satisfaction of public and private school teachers indicates that teaching in a private school is associated with greater job satisfaction on average. Similarly, elementary school teachers tend to be more likely to be highly satisfied with their working conditions than secondary school teachers."[125]

[122] Furnham, A., 1992. *Personality at Work.* New York: Rout ledge.

[124] Cano, J., & Miller, G. (1992). A gender analysis of job satisfaction, job satisfier factors, and job dis-satisfier factors of agricultural education teachers. Journal of Agricultural Education, fall, 40–46.

[125] Choy, S. P., Bobbitt, S. A., Henke, R. R., Medrich, E. A., Horn, L J., and Lieberman, J. 1993. *America's Teachers: Profile of a Profession.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Centre for Education Statistics, NCES 93-025.

"According to **Organ and Ryan, (1995)** there is even some evidence that job satisfaction positively influence organizational citizenship behavior."[126]

"Research conducted by **Vander Westhuizen and Du Toit (1994)** on the factors influencing job satisfaction among black female teachers in South Africa indicated that all the job satisfaction factors revolved around the teacher's learners, her teaching, and her own security. It was apparent that she sought her job satisfaction within her classroom. Factors concerning her personal life and her relationships with colleagues were also accorded high priority, indicating that intrinsic factors played an important role in determining job satisfaction."[127]

"In another Australian study by **Rice and Schneider (1994)**, participation in decision-making and autonomy were identified as contributing to job satisfaction. Both studies therefore ascertained that among Australian teachers, intrinsic factors seemed to play the primary role in job satisfaction."**[128]**

"A study conducted by **Olsen et al. 1995** found that faculty members who expressed greater satisfaction with teaching are less likely to receive support and recognition from their peers in their department."[129]

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[126] Organ, D.W. and Ryan, K. (1995) *A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior*. Personnel Psychology. 48: 775-803.
[127] Vander Westhuizen PC & Du Toit SC 1994. Werksbevrediging by die swart onderwysers. *South African Journal of Education*, 14:145-149.
[128] Rice EM & Schneider GT 1994. A decade of teacher empowerment: An empirical analysis of teacher involvement in decision making, 1980-1991. *Journal of Educational Administration*, 32:43-58
[129]Olsen, D, Maple, S. A., & Stage, F. K. (1995). Women and minority faculty job satisfaction: Professional role interests, professional satisfactions, and institutional fit. *The Journal of Higher Education*, *66*(3), 267–293.

"**Clarke and Keating (1995)** discovered that interaction with students was the most satisfying aspect for teachers, while lack of administrative support was the least satisfying aspect."[130]

"Significant indicators of job satisfaction which emerged from a study done by **Mwamwenda (1995)** in the Transkei included positive relationships between teachers and principals, colleagues, learners, and parents; holidays; learners' results and achievements; and the fact that teaching is culturally considered to be a fine and challenging profession. This study therefore also seems to highlight the importance of intrinsic factors in determining job satisfaction among the teachers in the sample."[131]

"**A report by Moody (1996)** found a relationship between number of years teaching in the institution and satisfaction with the job, salary, and co-workers."[132]

"The study of **Alarami(1998)** approached the issue of the dimensions of job satisfaction from a different angle by including workload, promotion, financial reward, work challenges, work relationships, authority, and adequacy of resources."[133]

"McNamara and War, (1998) Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they

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[130] Clarke, R., and Keating, W. F. (1995).*A fresh look at teacher job satisfaction*. ERIC document Reproduction Service No. ED 391-795.

[131] Mwamwenda TS 1995. Job satisfaction among secondary school teachers in Transkei. *South African Journal of Education*, 15:84-87

[132] Moody, N. B. (1996). Nurse faculty job satisfaction: A national survey. Journal of Professional Nursing, 12(50), 277–288.

[133] ALARAMI, H., 1998. *Job satisfaction among head teachers of general education school*. Dissertation (MA). Quaboos University.

work, the degree of fulfilment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance."[134]

"**Truell et al. (1998)** determined that their study's participants, full-time and part-time occupational-technical faculty, were satisfied with their jobs. Comparing satisfaction levels of ten satisfaction/dissatisfaction factors, which were based on Herzberg's motivation-hygiene theory, part-timers experienced significantly higher satisfaction levels in the areas of policy and administration, responsibility, supervision, and working conditions. Of the four statistically significant different factors, supervision was the only one that might have been of practical Significance. Approximately 9.79% of variance in supervision could be explained by the status of full-time versus part-time. Work itself reflected the highest level of satisfaction for both part-time and full-time faculty."[135]

"**Huang (1999)** pointed out that, Job satisfaction results from the balancing and summation of many specific likes and dislikes of employees experienced over a period of time through gaining more and more information about the workplace."[136]

[134]McNamara, C. (n.d)., 1998 Job satisfaction. Retrieved 14/09/05 from <http://www.managementhelp.org/prsn_wll/job_stfy.htm#anchor306642>
[135] Truell, A. D., Price, W. T., Jr., & Joyner, R. L. (1998). Job satisfaction among community college occupational-technical faculty. Community College Journal of Research and Practice, 22(2), 111-122.
[136] Huang, H.J. (1999). "*Job Rotation from the Employees' Point of View"*, Research and Practice in Human Resource Management, 7(1):76.

"The study of **Team (1999)** includes another two dimensions; namely, work stability and educational supervision."[137]

"**Syptak et al., (1999)** concluded that satisfied faculties are inclined to be more industrious, inspired, and dedicated to their work."[138]

"In Botswana, **Chimbganda (1999)** conducted research that focused mainly on teachers of English as a second language. Although the study did not measure the teachers' job satisfaction *per se*, findings indicated that factors such as workload (including extra-curricular activities), class size and working conditions played an important role in determining whether the teachers in the sample found their job satisfying or not. In this study, the focus on job satisfaction precursors appeared to be more extrinsic in nature."[139]

"**Judge and Church, (2000)** Pointed out that, the work situation also matters in terms of job satisfaction and organization impact. Research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet."[140]

"A study by **De Frias and Schaie (2001)** found significant differences in perceived work environment based on age, gender, and

[137] TEAM, H., 1999. *Job satisfaction among secondary school head teachers in Palestine*. Dissertation (MA). Jordan University.
[138] Syptak, J., Marsland, D., & Ulmer, D. (1999). Job satisfaction: Putting theory into practice. Family Practice Management, 6(9), 26.
[139] Chimbganda AB 1999. Teacher burnout in Botswana's ESL secondary school classrooms. *Journal of Language Teaching*, 33:141-158
[140] Judge, T. A., & Church, A. H. (2000). *Job satisfaction: Research and practice*. In C. L. Cooper & E. A. Locke (Eds.), Industrial and organizational psychology: Linking theory with practice (pp. 166–198). Oxford, UK: Blackwell.

occupation type. Employees aged 50-56 had the highest perceived autonomy, control, and innovation in the workplace. Men, in all occupation types but blue collar, tended to have a higher perception of the work environment. Lastly, employees in managerial positions had the highest perceived levels of autonomy, control, and innovation in the workplace."[141]

"**Liu (2001)** reached a similar conclusion when she found that faculty members who spend a greater percentage of time on teaching (and less time on research) express greater dissatisfaction with their work."[142]

"The studies of **Alroyali (**2002) who found out that relationship with colleagues were considered by head teachers as a source of satisfaction."[143]

"Alomari. k(1992) reported that, determined the dimensions of job satisfaction to include six dimensions; namely, working conditions, relationships with educational administration, relationships with colleagues, social status, salary and advancement."[144]

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[141]de Frias, C.M., & Schaie, K.W. (2001). Perceived work environment and cognitive style. *Experimental Aging Research, 27,* 67-81.

[142] Liu, M. C. (2001). The adaptation and experience of foreign-born faculty members in the United States. Ph.D. Thesis, Claremont Graduate University, 2001

[143]Alroyali, N., 2002. *Job satisfaction among government general education head teachers in the northern region of Saudi Arabia, field study.* Dissertation (MA). King Saud University.

[144] Alomari, K., 1992. Level of job satisfaction among Jordanian head teachers and its relationship with some occupational and personal feature. *Moata for researches and studies sires of social and humanity sciences,* 7 (2), 11-35.

"While **De Nobile (2003)** defined it as the extent to which a staff member has favourable or positive feelings about work or the work environment."[145]

"**Alagbari (2003)** who found out that the satisfying factors were salary, achievement, relationships with teachers, compatibility between qualifications, experience and work, social status and job security."[146]

"A study of faculty from the agricultural college at a large university in Ohio by **Castillo and Cano (2004)** used the Herzberg's theory and the Wood Faculty Satisfaction/ Dissatisfaction Scale (WFSDS) to explore the factors that explain job satisfaction. Their findings showed that the work itself was the most important factor that contributed to job satisfaction, with working conditions being the least important. However, they did report that all of the factors of the Herzberg's theory were moderately related to job satisfaction. The increase in enrolment and the demands placed on faculty by the community, hospitals, and the college to produce a larger number of nursing graduates appears to be affecting morale and overall job satisfaction."[147]

"**Butt, Graham & Lance, Ann (2005)** studied 'Secondary Teacher Workload and Job Satisfaction: Do Successful Strategies for Change Exist? This report analyses the views of secondary school teachers involved in the Transforming the School Workforce: Pathfinder

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[145] De Nobile, J., 2003. *Organisational communication, job satisfaction and occupational stress in Catholic primary schools*. Thesis (PhD). University of New South Wales.

[146] Alagbari, A., 2003. Job satisfaction among a sample of general education head teachers in the Eastern Region of Saudi Arabia. *Journal of Gulf and Arabic island studies,* 29, 169-197.

[147] Castillo, J., & Cano, J. (2004). Factors explaining job satisfaction among faculty. Journal of Agricultural Education, 45(3), 65−74.

Project--a project designed to address issues of teacher workload and job satisfaction."[148]

"**Butt, Graham & Lance, Ann (2005)** The initiative was launched in 2002 by the Department for Education and Skills (DFES) to enable 32 pilot schools to explore ways in which they might restructure their working practices and reduce teacher workload. Funding was provided for schools to benefit from consultancy support, the training of head teachers, the employment of additional teaching assistants, the provision of ICT hardware and software, the training of bursars/school managers and for capital build projects. Here we concentrate on the evaluation of the Pathfinder Project with particular reference to possible changes in workload and job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers are analyzed across the duration of the project, as are patterns of evening and weekend work. Teachers' views on job satisfaction are also analyzed in conjunction with their perspectives on workload, culminating in a discussion of their solutions to the problems of excessive workload. The relationship between teacher workload, job satisfaction and work-life balance is explored within the context of the future modernization of the entire school workforce."[149]

[148] Butt, Graham; Lance, Ann, 'Secondary Teacher Workload and Job Satisfaction: Do Successful Strategies for Change Exist?, Journal of Educational Management Administration & Leadership, Vol.33, No.4, Pp.401-422, 2005
[149] Ibid

"A research finding of **Freund and et al., (2005)** has shown that job satisfaction is affected by organizational commitment, perceived organizational support, leadership behaviour, and level of education."[150]

Within the educational context**, Crossman and Harris (2006)** classified the factors that might affect job satisfaction into three general categories. These are: 1) environmental factors such as the work itself and the environment, 2) psychological factors such as personality, behaviour, and attitudes, and 3) demographic factors such as gender. One of the most significant factors affecting job satisfaction, especially in the educational context, is the work itself, which is highly associated with the characteristics of the structure of the educational organization."[151]

"**Jain, Jabeen, et. al. (2007)**, in their study "Job Satisfaction as Related to Organisational Climate and Occupational Stress: A Case Study of Indian Oil" concluded that that there is no significant difference between managers and engineers in terms of their job satisfaction and both the groups appeared almost equally satisfied with their jobs. When the managers and engineers were compared on organizational climate, it was found that both the groups differed significantly. Managers scored significantly high on organizational climate scale than the engineers indicating that the managers are more satisfied due to the empowerment given to them."[152]

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[150] Freund, A., 2005. Commitment and job satisfaction as predictors of turnover intentions among welfare workers. *Administration in Social Work, 29*(2), 5-21.
[151] Croosman, A., and Harris, P., 2006. Job satisfaction of secondary school teachers. *Educational Management and Leadership,* 34(1), 29-46.
[152] K.K.Jain, Fauzia Jabeen, Vinita Mishra & Naveen Gupta, " Job Satisfaction as Related to Organisational Climate and Occupational Stress: A Case Study of Indian Oil", International Review of Business Research Papers, Vol. 3, Issue-5, November 2007, Pg (193-208)

“**Gupta & Joshi (2008)** concluded in their study that Job satisfaction is an important technique used to motivate the employees to work harder. It had often said that, "A HAPPY EMPLOYEE IS A PRODUCTIVE EMPLOYEE." Job satisfaction is very important because most of the people spend a major of their life at their work place.”[153]

Brown, Forde, et. al. (2008), in their study "Changes in HRM and job satisfaction, 1998–2004: evidence from the Workplace Employment Relations Survey" examined that their significant increases in satisfaction with the sense of achievement from work between 1998 and 2004; a number of other measures of job quality are found to have increased over this period as well. It also finds a decline in the incidence of many formal human resource management practices. The paper reports a weak association between formal human resource management practices and satisfaction with sense of achievement. Improvements in perceptions of job security, the climate of employment relations and managerial responsiveness are the most important factors in explaining the rise in satisfaction with sense of achievement between 1998 and 2004. We infer that the rise in satisfaction with sense of achievement is due in large part to the existence of falling unemployment during the period under study, which has driven employers to make improvements in the quality of work.”[154]

“**Paloa spagnoli et.all (2011),** their study examines the evolution of job satisfaction in a service organization over a six-year period. The following aspects affecting job satisfaction were examined:

[153] Gupta K. Shashi & Joshi Rosy, Human Recourse Management, 2008, Pg (20.9 to 20.17)

[154] Brown, Forde, "Changes in HRM and job satisfaction, 1998–2004: evidence from the Workplace Employment Relations Survey", Human Resource Management Journal, Vol. 18, Issue-2, 2008, Pg (97–195) http://www3.interscience.wiley.com/journal/120086933/abstract

management practices, rewards, work climate and the work itself. The main theoretical implication of this study resides in its contribution towards filling the literature gap on satisfaction with job aspects from a time perspective."[155]

COMPENSATION

"**Morse et al.,(1953)** found that dissatisfaction can occur when a faculty member experiences inequities with pay based on discipline or the amount of work they accomplish."[156]

"**Schaffer's (1953, p.3)** interpretation of job satisfaction is one of individual needs fulfilment. Schaffer stated that "Overall job satisfaction will vary directly with the extent to which those needs of an individual can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfilment" Schaffer argued that individuals use monetary rewards and salaries to satisfy their physical needs such as food, shelter, and clothing and their psychological needs as a symbol of achievement and recognition."[157]

"**Mansfield and Evans** (1975) concluded that groups of workers who experienced deprivation at work aspired to seek Compensatory rewards outside work."[158]

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[155] Paola Spagnoli, Antonio Caetano and Susana Correia Santo , Satisfaction with job aspects: Do patterns change over time?, Instituto Universitário de Lisboa (ISCTE-IUL), Lisboa, Portugal Available online 12 March 2011.

[156] Morse, N. C. (1953). *Satisfactions in the white collar job*. Ann Arbor, MI: University of Michigan Press. Nyquist, J. G., Hitchcock, M. A., & Teherani, A. (2000). Faculty satisfaction in academic medicine. *New Directions for Institutional Research*, *105*, 33–43.

[157] Schaffer, R. H. (1953). Job satisfaction as related to need satisfaction in work. *Psychological Monographs*, *67*, 1-29.

[158] Mansfield R. & Evans, M.G., (1975). Work and non-work in two occupational groups. *Industrial Relations*, 6, 48-54.

"A person's salary is often linked to one's level of achievement and success. **Hoppock (1977)** suggested that a significant difference exists in the average salaries of the most satisfied and the least satisfied teachers. Those teachers who earn higher salaries were more satisfied that those who had low-income earnings."[159]

"Schlechty and Vance (1983) also propose that low salaries and truncated salary scales are among the main reasons that the most academically able—those with alternative career options—leave teaching. In China, both level and reliability of remuneration may be important, given recent trends described in the preceding section that have led to late payments to teachers."[160]

Sylvia and Hutchinson (1985) (p. 841) investigated the relationship between primary school teachers' job satisfaction and their perceptions of merit payment (i.e., performance-related payment) in the United States and concluded that "Based upon our findings, schemes such as merit payment were predicted to be counterproductive in service organizations which employ professionally trained people."[161]

"Hill (1986) set out to identify which facets of job satisfaction (i.e., work, supervision, co-workers, pay, and promotion) would be predictors of commitment to or withdrawal from the work organizations among selected community college faculty in New York state. The independent variable work itself was the best predictor of dependent variables, commitment and withdrawal. Satisfaction with promotional opportunities

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[159] Hoppock, R. (1977). *Job satisfaction*. New York: Arno.
[160] Schlechty, P., & Vance, V. (1983). Recruitment, Selection and Retention: The Shape of the Teaching Force. *The Elementary School Journal, 83*(4), 468-487.
[161] Sylvia, R. D., & Hutchinson, T. (1985). What makes Ms. Johnson teach? A study of teacher motivation. *Human Relations*, *38*, 841-856.

and co-workers also had predictive value. The Job Descriptive Index was used to assess facet-specific levels of job satisfaction."[162]

"**Filan et al. (1986)** measured job rewards, job values, achieved social statuses, ascribed social statuses, and job satisfaction of community college faculty. The population of the study included all full-time faculty of a multi-campus community college district located in a metropolitan area in the Southwest. The researchers determined the contribution of job rewards, job values, achieved social status, and ascribed social status to job satisfaction. The results communicated that the positive predictors of job satisfaction were the work itself, job rewards, good supervision, and chronological age. Gender was not significantly related to job satisfaction."[163]

"**McClain (1987)** showed that faculty did not believe teaching was adequately rewarded with merit, promotion, and tenure. Rather than having all teachers receive the same pay within a system of regulated and mandated compensation systems, teachers should be compensated with a system that better corresponds with teachers' competencies and performance."[164]

"**Kyvik,**(1990),has observed that higher salaries are correlated with higher levels of satisfaction for all disciplines."[165]

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[162] Hill, E. A. (1986). Job satisfaction facets as predictors of commitment or withdrawal from the work organization among selected community college faculty in New York state. Community/Junior College Quarterly, 10(1), 1-11.
[163] Filan, G. L., Morris A. O., & Witter, R. A. (1986). Influence of ascribed and achieved social statuses, values and rewards on job satisfaction among community college faculty. Community/Junior College Quarterly, 10(2), 113-122.
[164] McClain, C. (1987). *Study to determine the perceptions of faculty at the University of Nebraska concerning teaching, promotion and tenure*. Unpublished report, Teaching and Learning Centre, University of Nebraska-Lincoln, NE.
[165] Kyvik, S. (1990). Age and scientific productivity. Differences between fields of learning. *Higher Education*, *19*, 37–55

"**Firestone, (**1990) found that while the slight relationship between salary and turnover may seem counterintuitive, a similar finding exists between salary and both teacher satisfaction and commitment. Specifically, researchers have found only a limited impact of such incentives and rewards as high salaries and merit increases on teacher commitment and satisfaction. In fact, low salaries can be associated with increased organizational commitment because workers with such salaries may develop other rationales for remaining at their job."[166]

"Wisniewski (1990) found that there were mainly three related factors that influenced the job satisfaction experienced by Polish teachers. These were good pay, good organization of the school, and the atmosphere in the school — an environment congenial to the teachers' needs, as well as good conditions for experimenting in teaching and education."[167]

"**Finley (1991)** compared unionized and non-unionized faculty job satisfaction levels of nine dimensions. The economic dimension, which encompassed salary and benefits, was the only, one for which unionized faculty reported a higher satisfaction level, a difference that was not significant. Non-unionized faculty indicated higher satisfaction levels in all other dimensions with a significant difference in three:

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[166] Firestone, W. A. 1990. The Commitments of Teachers: Implications for Policy, Administration, and Research. In S. B. Bacharach (Ed.), *Advances in Research and Theories of School Management and Educational Policy* (Vol. 1, 151-183).Greenwich, CT: JAI Press.
[167] Wisniewski W 1990. The job satisfaction of teachers in Poland. *Comparative Education*, 26:299-306

governance (i.e., involvement in decision-making), support (i.e., clerical and equipment), and convenience (i.e., physical surroundings)."[168]

"According to **Tuettemann (1991**), the vast majority of secondary-school teachers in Western Australia considered classroom success, acknowledgement and recognition to be important factors associated with job satisfaction."[169]

"**Perkins (1991)** also found that teachers are most satisfied with their co-workers and least satisfied with monetary aspects of teaching. Universities that have overall salary levels that are externally competitive are more likely to have faculty members that are more satisfied with their jobs and with their pay."[170]

"**Bowen and Radhakrishna (1991)** found that agricultural education faculty during the years 1980 to 1990 were most satisfied with interpersonal relationships inherent in being a faculty member, and least satisfied with the level and method used to determine their salaries. They further noted that job satisfaction levels of agricultural education faculty remained constant over the same time period."[171]

"McBride et al. (1992) examined the effects of 10 job satisfaction factors, role ambiguity, and role conflict on community college faculty's propensity to leave. They discovered that as satisfaction levels of

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[168] Finely, C. E. (1991). The relationship between unionization and job satisfaction among two-year college faculty. Community College Review, 19(2), 53-60.
[169] Tuettemann E 1991. Teaching: stress and satisfaction. *Educational Research,* 1:31-42
[170] Perkins, C. M. (1991) *A study to investigate experienced teachers Job satisfaction and the teachers' perception of their principals*' leadership style *Doctoral Dissertation*, The University of North Carolina at Chapel Hill. Dissertation abstracts International, 52, A4171.
[171] Bowen, B. E. & Radhakrishna, R. B. (1991). Job satisfaction of agricultural education faculty: A constant phenomena. *Journal of Agricultural Education, 32*(2), 16-22.

growth opportunities, salary, work, policy and administration, and supervision decreased, turnover intent, an attitude not widely represented, increased. Propensity to leave increased as role conflict increased. Work itself reflected the highest satisfaction level and salary the lowest. The generally satisfied faculty appeared to experience a moderate amount of role conflict and a very low level of role ambiguity. Age was the only demographic variable that significantly influenced propensity to leave."[172]

"**Blanchflower et al., (1993)** has concluded that job satisfaction reflects the rewards (salary) the employees get for the type of work they do. Other classic studies suggest a positive correlation between job satisfactions and pay."[173]

"**Kim & Loadman (1994)** conducted a study of 2054 practicing classroom teachers. They found that job satisfaction and pay satisfaction were significantly related."[174]

"**Ingersoll et al., 1995** Salary is only slightly related and benefits are unrelated to staff turnover. Furthermore, among teachers with similar levels of salary and similar benefits, other workplace conditions are found to be related to turnover, including the degree of faculty influence over school policy, control over classroom decisions, and the degree of student misbehaviour."[175]

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[172] McBride, S. A., Munday, R. G., & Tunnell, J. (1992). Community college faculty and propensity to leave. Community/Junior College Quarterly, 16(2), 157-165.
[173] Blanchflower, D. G., Oswald, A. J., & Warr, P. B. (1993). *Well being over time in Britain and the USA*. Hanover, NJ: Dartmouth College.
[174] Kim, I., & Loadman, W. E. (1994). Predicting teacher job satisfaction. (ERIC Document Reproduction Service No. ED383707)
[175] Ingersoll, R. M., Han, M., and Bobbitt, S. 1995. *Teacher Supply, Teacher Qualifications, and Teacher Turnover: 1990-91*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Centre for Education Statistics, NCES 95-744.

"**Perie and Baker (1997)** reported a non significant relationship between salary and benefits and primary school teachers' job satisfaction in the United States."[176]

Fink and Longenecker (1998) Negative perceptions towards an institution's compensation programme can have detrimental effects. Noted that it takes a very long time to undo damage caused by an ineffective compensation system and that unjust compensation policies may result in the poor use of human resources, frustration, high turnover, and lower productivity."[177]

"**Fink and Longenecker (1998)** noted that the key factors which created frustration within compensation systems were consistently low merit pay percentages, unattainable/conflicting goals, diminutive payouts for goal attainment, internal/external salary compression, unclear performance standards/goals, internal pay inequities, unstructured/unprofessional performance reviews, compensation not commensurate of responsibility, and a lack of trust in the performance measurement system and political performance ratings."[178]

"**Fink and Longenecker (1998)** noted that key factors found to be consequences of an ineffective supervisory compensation system are demonization/erosion of work ethic, consideration of leaving the organization, less willingness to take on new challenges, increased levels of work-related frustration, decline in morale within the supervisory ranks, feelings of being unappreciated, unwillingness to

[176] Perie, M., & Baker, D. P. (1997). *Job satisfaction among America's teachers: Effects of Workplace conditions, background characteristics, and teacher compensation*. (ERIC Document Reproduction Service No. ED 412 181o. Document Number)
[177]Fink, L. S., & Longenecker, C.O. (1998, Nov-Dec). Causes and consequences of Ineffective supervisory compensation systems. *Journal of Compensation and Benefits*, *14*, 33-40.
[178] ibid

change/try new things, increased stress, bitterness/anger, and a lack of trust in the organization."[179]

"According to **Yaseen, 1990** the same studies, factors contributing to job dissatisfaction included salary, financial reward and promotion."[180]

"**Hammond, *et al*., (**1999**)** found that faculty perceptions toward their compensation Programmes were unfavourable and led to lower levels of motivation, satisfaction, and work ethic."[181]

"In Nigeria, **Ubom (2001)** reported that extrinsic incentives such as merit payment and effective teaching rewards did not have a significant effect on primary school teachers' job satisfaction and effectiveness."[182]

"**Bowman (2001)** has revealed that modifications to compensation systems should recognize that superior teachers should be paid more than average teachers; poorly performing teachers should be expeditiously removed; and across-the-board pay hikes should be resisted and/or discontinued."[183]

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[179] ibid

[180] Yaseen, F., 1990. *Job satisfaction among head teachers in Jordan*. Dissertation (MA). Jordan University.

[181] Hammond, R. J., Ormand, P., Nichols, T., Balden J., Edgeton, L., Snedegar, K., Bruss, D., Makin, L. & Worthington, K. (1999). *An exercise in growth and adaptation for a rapidly growing state college: Faculty pay scale report and proposals*. Paper presented to the Faculty Senate by the UVSC Faculty Budget Committee, 1998-1999. Utah Valley State College. (ERIC Document Reproduction No. ED430504).

[182] Ubom, I. U. (2001). *Value orientations, needs satisfaction, and job performance of public servants in Akwa Ibom State.* Unpublished Doctorate thesis, University of Calabar, Calabar, Nigeria.

[183] Bowman, J. C. (2001) *Teacher compensation in Texas: Emerging trends for Texas.* Retrieved May 5, 2001 from http://www/tppf/org/education/report/report.html

"**Adkins et al. (2001)** has observed that "Higher salaries are correlated with higher levels of satisfaction for all disciplines."[184]

"Ingersoll et al., (2001) have observed following facet from his study was Socio-economic and organizational resources in schools may be linked to teacher satisfaction. Socio-economic conditions in the school encompass both broad measures, such as the human capital composition of the faculty and expenditures per student, as well as teachers' own economic circumstances. Concerns with remuneration may be paramount. In the U.S., poor salary is one of the most important reasons for leaving teaching due to dissatisfaction in urban, high-poverty public schools and attrition due to dissatisfaction for teachers in small private schools."[185]

"The studies of **Alroyali (2002)** who found out that promotion were a source of dissatisfaction."[186]

"**Barry (2002)** reported that among 173 Michigan high school principals surveyed during the 2000-2001 school year, those principals who were paid more, were more satisfied with their work."[187]

"**Sargent and Hannum (**2003**)** found that salaries and incentives did not have a significant effect on primary school teachers' job satisfaction in China."[188]

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[184] Adkins, C. L., Werbel, J. D., & Farh, J. (2001). A field study of job insecurity during a financial crisis. *Group & Organization Management*, *26*(4), 463–483

[185] Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages. *American Educational Research Journal, 38*(3), 499-534

[186] Alroyali, N., 2002. *Job satisfaction among government general education head teachers in the northern region of Saudi Arabia, field study.* Dissertation (MA). King Saud University.

[187] Barry, D. A. (2002). *Job satisfaction and leadership style: A study of Michigan high school principals.* Unpublished doctoral dissertation, Western Michigan University, Kalamazoo.

"Schneider et al. (2003) report analyses of employee attitude survey data aggregated to the organizational level of analysis. These authors explored the relationships between several facets of employee satisfaction and organizational financial (return on assets; ROA) and market performance (earnings per share; EPS) using data from 35 organizations over a period of eight years."[189]

"Schneider et al. (2003) suggests in contrast to previous studies, Schneider and his colleagues' study was able to make some inferences about directional causality (i.e., are employee attitudes a stronger cause of organizational performance than the reverse). Their results showed consistent and statistically significant positive relationships (over varied time lags) between attitudes concerning satisfaction with security, satisfaction with pay, and overall job satisfaction with financial (ROA) and market performance (EPS). Although these findings are consistent with applied researchers' and managers' implicit beliefs, their study was not without some surprises."[190]

"Schneider et al. (2003) views that one of the more surprising findings was related to overall job satisfaction and the performance criteria. Results demonstrated that the causal directionality flows from financial and market performance to overall job satisfaction. This latter result does not deny the fact that there were significant relations going from overall job satisfaction to ROA and EPS; nevertheless, the reverse direction relationships tended to be stronger in magnitude. Moreover,

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[188] Sargent, T., & Hannum, E. (2003). *Keeping teachers happy: Career satisfaction among primary school teachers in rural China*. Paper presented at the International Association Research Committee on Social Satisfaction and Mobility. New York.
[189] Schneider, B., Hanges, P. J., Smith, D. B., & Salvaggio, A. N. (2003). Which comes first: Employee attitudes or organizational financial and market performance? *Journal ofApplied Psychology, 88,* 836-851.
[190] Ibid

the relationship between satisfaction with pay and the performance indicators appeared to be reciprocal in nature."[191]

"Research in **OECD countries** has consistently found that 'working with children' is the main determinant of teacher job satisfaction. It is the rewarding nature of the job rather than pecuniary gain that is the primary motivation for becoming a teacher. Teachers are most dissatisfied about work overload, poor pay, and low status." Teacher motivation and incentives in **Sub-Saharan Africa and Asia**, (Knowledge and Skills for Development, Brighton)."[192]

"**Aswathappa (2003) opines** that the Job Satisfaction of employees can be judged through the system of wage payment. Different organization adapts different type of wage payment system. Along with wages and salaries they are paying incentives, perquisites and non-monetary benefits.

According to him, he explained 3 theories of remuneration:

A. Reinforcement and Expectancy Theory
B. Equity Theory
C. Agency Theory."[193]

"**Al-Mutairi (**2005**)** who pointed out that the main source of satisfaction is the relationships with teachers and who regarded incentives and salaries as a source of dissatisfaction."[194]

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[191] Ibid
[192] Shamima Tasnim, Job Satisfaction among Female Teachers: A study on primary schools Bangladesh, University of Bergen, Norway. Spring 2006
[193] Aswathappa k., Human Recourse & Management, 2003, Pg (244 to 245)
[194] Al-Mutairi, A., 2005. *Job satisfaction among government school head teachers at HafrAlbatan, in Saudi Arabia and its relation to their effective performance.* Dissertation (MA). Jordan University.

"Mhozya (2007) reported a non significant relationship between salaries and different facets of primary school teachers' job satisfaction in Botswana."[195]

INFRASTRUCTURE

"Job satisfaction may be both intrinsic, derived from internally mediated rewards such as the job itself and opportunities for personal growth and accomplishment, and extrinsic, resulting from externally mediated rewards such as satisfaction with pay, company policies and support, supervision, fellow workers, chances for promotion, and customers **(Walker et al., 1977)**. Based on this definition, it appears that the work climate can have a significant impact on one's job satisfaction. In part, satisfaction is determined by policies and supervision, both factors influencing a firm's ethical climate. Policies and supervisory direction may help eliminate ambiguity on the job related to handling ethical situations. As a result, greater satisfaction may arise because the climate eliminates these ambiguities. Furthermore, an ethical climate may be a more pleasant environment in which to work because it may foster ethical values such as honesty and trust."[196]

McGuffey (1982) identified a number of studies that examined the possibility of a relationship between building condition and student performance on standardized tests. The findings, synthesized across a number of studies, linked student achievement with building quality, newer buildings, improved lighting, thermal comfort and indoor air

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[195] Mhozya, C. M. (2007). The extent to which incentives influence primary school teachers' job satisfaction in Botswana. *The Social Sciences, 2,* 412-418.

[196] Walker OC, Churchill GA, Ford NM. Motivation and performance in industrial selling: present knowledge and needed research. J Mark Res 1977; 14(May):156 –68.

quality, as well as specific building features such as science laboratories and libraries. More recent research has continued to add to the evidence of a direct link between the quality of a school's physical environment and student achievement."[197]

"Vorster (1992) maintains that working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor."[198]

"In another study of school building design and student learning**, Cash (1993)** found that comfort factors appeared to have more of an effect on student achievement than did structural factors. High achievement was associated with schools that were air conditioned, enjoyed less noisy external environments, had less graffiti, and where classroom furniture and student lockers were in good repair."[199]

"Mwamwenda's (1995) research indicates that nearly 50% of rural teachers are dissatisfied with their working conditions. The latter research revealed that teachers in these areas indicated that they would not choose teaching again as a career if given a second chance."[200]

"Bishay (1996) postulates that if employees are satisfied with their work they will show greater commitment. Conversely, dissatisfied workers with negative attitudes will ultimately leave the organisation.

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[197]McGuffey, C. (1982). Facilities. In Walbert, H. J. (Ed.) *Improving educational standards and productivity*. Berkeley, CA: McCutchan, 237-288.

[198]Vorster, M.E. (1992). 'n Ondersoek na die verband tussen rolkonflik, werkstevredenheid en organisasieverbondenheid by gegradueerde en nie-gegradueerde werkende vrouein 'n hoë-tegnologie vervaardigings-organisasie. Unpublished master's thesis, University of the Orange Free State, Bloemfontein, Free State

[199] Cash, C. S. (1993). *Building condition and student achievement and behaviour*. Unpublished doctoral dissertation, Blacksburg, VA: Virginia Polytechnic Institute and State University

[200] Mwamwenda, T.S. (1995). Job satisfaction among secondary school teachers in Transkei. South African Journal Of Education, 15 (2), 84-86.

Research reveals inadequacies in working conditions, resources and support, limited decision-making latitude and restricted opportunities, require improvement in the teaching profession."[201]

"**Bishay, (1996)** observed that Teachers workload; changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. The working environment of teachers also determines the attitude and behaviour of teachers towards their work."[202]

"Bishay (1996) indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools."[203]

"**South African research (Ngidi & Sibaya, 2002)** indicates that conditions under which Black teachers work are demoralizing, as the Black teacher in particular has to cope with poor physical conditions such as overcrowding, inadequate equipment and lack of adequate facilities."[204]

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[201] Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method Journal Of Undergraduate Sciences 3,147- 154.
[202] Ibid
[203] Ibid
[204] Ngidi, D.P., & Sibaya P.T. (2002). Black teacher's personality dimensions and work-related stress factors. South African Journal of Psychology, 32(3) 7-15

“**Alagbari (2003) who found that,** school buildings, the availability of tools, equipment and school utilities were seen as factors of dis-satisfiers.”[205]

PROFESSIONAL DEVELOPMENT

“Cohen and Friedlander (1980) asked the question: “What do instructors want?” They found that faculty responses could be categorized in two ways. One way was attitudes about the work situation and another way was attitudes about themselves. Considering their work situation, instructors wanted better support services, better students, and better media and materials. For themselves the instructors wanted more time, more interaction with colleagues, and better professional development opportunities.”[206]

In their pilot study of the academic profession**, Parsons and Platt (1968)** analysed their data in terms of institutional levels. Institutions were classified as "high," "medium," and "low" on a Scale of Institutional Differentiation, which referred to the institution's preoccupation with intellectual and collegial values and research orientation. Satisfaction, one of their dependent variables, was found to be associated with institutional level. Sixty per cent of the faculty in those institutions that are "high" in differentiation, compared with 25 per cent at those that are "low", rated their career advancement in the top fifth of their profession in comparison with their contemporaries. Sixty-two per cent at the "high" schools were satisfied with their current position, compared with 58 per cent at the "low" schools. It was also found that the faculty at the “high”

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[205] Alagbari, A., 2003. Job satisfaction among a sample of general education head teachers in the Eastern Region of Saudi Arabia. *Journal of Gulf and Arabic island studies,* 29, 169-197.

[206] Cohen, A. M., & Friedlander, J. (1980). What do instructors want? Community College Review, 7(3), 66-72.

schools was more dependent upon their recognition among their colleague for their personal evaluation than those at the "low" schools (83 per cent vs. 60 per cent)."[207]

"One of the consequences of job turnover among teachers, as reported by **Becker (1969),** was the cost to society for the continual training of far more teachers than would appear to be required."[208] The researcher stress the important of the training which would lead to the job satisfaction and turn over may be come down.

"Quinn and Baldi de Mandilovitch (1980) analyzed data from 11 studies of American workers. Based on this analysis, they documented a positive relationship between the workers' Educational level and overall job satisfaction. The attainment of a college degree resulted in the largest increase in overall job satisfaction."[209]

"**Hill (1983)** set out to examine the extent to which individual characteristics and work related characteristics influence levels of facet-specific job satisfaction. The participants were 161 faculty members in community colleges in Pennsylvania. Based on factor analysis, Hill Identified six facets of job satisfaction: economic, teaching, administrative, associational, recognition-support, and convenience. The predictors included, for example, academic rank, degree level, age, sex, disciplinary affiliation, and involvement in faculty development programmes. Results showed that satisfied faculty was likely to be among the older groups, among those with higher ranks, and among those who teach in business and nursing. Women tended to be less

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[207] Parsons, Talcott, and Platt, Gerald M. The American Academic Profession: A Pilot Study. 1968.
[208] Becker, G. (1969). Human-. New York: Columbia University
[209] Quinn, R. P., & Baldi de Mandilovitch, M. S. (1980). Education and job satisfaction, 1962-1977. The Vocational Guidance Quarterly, 29(2), 100-111.

satisfied than men on several dimensions. As degree level of faculty increased, so did level of job satisfaction."[210]

"**Hutton and Jobe's (1985)** study inquired about community college faculty job satisfaction. The respondents were 390 faculties from 14 community colleges in Texas. Were indicates that Professional development opportunities, time allocation, and student preparation/motivation were the variables indicating the least job satisfaction. Women seemed to be more satisfied than men overall."[211]

"**Coll and Rice (1990)** have observed that curious about the overall level of job satisfaction of Community College Counsellors. They also wanted to know more about factors influencing job satisfaction. Using the Minnesota Satisfaction Questionnaire and the responses of 66 community college counsellors, the following results were obtained. Highest levels of job satisfaction with opportunities to help others (mean: 4.63)."[212]

"McKee (1991) researched the leadership styles of community college presidents based on faculty perceptions, job satisfaction of faculty, and the possibility of a correlation between presidential leadership styles and faculty job satisfaction. McKee concluded that leadership style makes a difference in job satisfaction level. A high relationship/low task leadership style corresponded with high job satisfaction. Another interesting finding was the significantly lower job

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[210]Hill, M. D. (1983). Some factors affecting the job satisfaction of community college faculty in Pennsylvania. Community/Junior College Quarterly, 7(4), 303-317.
[211]Hutton, J. B., & Jobe, M. E. (1985). Job satisfaction of community college faculty. Community/Junior College Quarterly, 9(4), 317-324.
[212]Coll, K., & Rice, R. (1990). Job satisfaction among community college counsellors. Community/Junior College Quarterly, 14(2), 83-91.

satisfaction experienced by faculty who had been over 15 years at their institutions."[213]

Chieffo (1991) assessed job satisfaction and organizational commitment of community college leadership team members and identified factors that influenced the members' satisfaction and commitment. The participants appeared to be fairly committed to their institutions and they were fairly satisfied with their jobs. Consideration of the position characteristics of role clarity, role overload, and task significance showed significant correlations with commitment. Only role clarity showed a significant correlation with job satisfaction.

Role clarity was the key factor in predicting commitment and job satisfaction. Furthermore, with regard to personal characteristics, one labelled "inclusion in decision-making meetings with the president" was identified as being significant in the determination of commitment and job satisfaction."[214]

"**Auerbach and Dolan, 1997, Baba and al., (1998)** Job satisfaction has been studied as an independent variable explaining such outcomes as direct performance, indirect performance as well as physical and mental health."[215]

"In the United Kingdom, job satisfaction amongst teachers was influenced by factors such as student learning and achievement, professional development, relationships with colleagues, and the status

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[213] McKee, J. G. (1991). Leadership styles of community college presidents and faculty job satisfaction. Community/Junior College Quarterly, 15(1), 33-46.
[214] Chieffo, A. M. (1991). Factors contributing to job satisfaction and organizational commitment of community leadership teams. Community College Review, 19(2), 15-24.
[215] Auerbach, A.J. Dolan, S.L. (1997). *Fundamentals of Organizational Behaviour: The Canadian Context.* Scarborough, Nelson.

and image of teaching Scott**, Cox & Dinham** (1999). Overall, Scott *et al*. found that the sources of teachers' satisfaction in the UK lay within the domain of the intrinsic rewards of teaching and were centred around learner and teacher achievement."[216]

Perrewe et al., 1999 Employees who find themselves unable to adjust between work and family, generally seem to be less satisfied with their jobs as well as their life. Fair promotional policies in any organisation become their foundation of growth. When an employee gets fair promotion, which is generally based on his true assessment, he gets a type of recognition, and hence, increases his job-satisfaction."[217]

Ronit (2001) studied 'The Influence of Leadership Style on Teacher Job Satisfaction'. This study disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership style and decision-making strategy."[218]

Ronit (2001) studied with a quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job

[216]ibid.
[217] Perrewe L, A Hochwarker, and C Kiewitz, 1999. "Value attainment: That is participation in the work (family) role is made more difficult by virtue of participation in the family (work) on the job and life satisfaction". Journal of Occupational Health Psychology, 4 (4), 318-326.
[218] Ronit Bogler, (2001) 'The Influence of Leadership Style on Teacher Job Satisfaction', Journal of Educational Administration Quarterly, Vol.37, No.5, Pp.662-683, DOI:10.1177/00131610121969460

satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level."[219]

"**Andrew J.Wayne and others (2008)** studied 'Experimenting with Teacher Professional Development: Motives and Methods'. According to the opinion of the authors that a strong base of research is needed to guide investments in teacher professional development (PD). This article considers the status of research on PD and articulates a particular direction for future work. Little is known about whether PD can have a positive impact on achievement when a programme is delivered across a range of typical settings and when its delivery depends on multiple trainers. This article explains the benefits offered by experiments in addressing current research needs and—for those conducting and interpreting such studies—discusses the unique methodological issues encountered when experimental methods are applied to the study of PD."[220]

Susan L.Swars and Others (2009) studied 'A Two-Dimensional Model of Teacher Retention and Mobility'. In this mixed-methods study is a teacher-initiated, collaborative inquiry involving a professional development school (PDS) and a university.

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[219] Ibid

[220] Andrew J.Wayne, American Institutes for Research, Washington DC,; Kwang Suk Yoon; Peizhu; Stephanie Cronen and Michael S.Garet, 'Experimenting with Teacher Professional Development: Motives and Methods', Journal of Educational Researcher, Vol.37, No.8, Pp.469-479, 2008, Sage Publications (online) DOI:10.3102/0013189X08327154

The investigation focused on teachers' perceptions of teacher retention and mobility at their PDS. Participants were 134 teachers at a high-needs elementary school with data sources including surveys, interviews, and open-ended questionnaires. The findings clustered around two primary dimensions: (a) congruency of teachers' beliefs and practices with organizational norms and (b) teachers' relational needs and administrators' willingness and ability to meet such needs. Although this study affirmed many of the findings in the extant literature, it also challenged others—namely, the links between teacher turnover and workplace conditions, student body characteristics, and student achievement.

OTHERS

"Charles A. O'Reilly and Karlene H. Roberts (1973) Examined job-satisfaction response patterns for white and nonwhite females (N = 495) across 3 hospital occupational levels by means of the job Description Index, Brayfield and Rothe's job satisfaction index, and Kunin's GM Faces Scale. Results suggest that the frame of reference of one's culture or subculture influences the way a job is perceived and those facets of it which are satisfying and dissatisfying."[221]

"**J. D. Wiggins (1976)** has observed that, the job satisfaction of 110 teachers of the educable mentally retarded was significantly and usually substantially correlated with the Social, Artistic, and Realistic scales of the Vocational Preference Inventory (VPI). The direction of

[221] Charles A. O'Reilly and Karlene H. Roberts, Job satisfaction among whites and nonwhites: A cross-cultural approach, U. California, School of Business Administration, Berkeley, Psychology, Volume, June 1973, Pages 295-299.

these correlations was consistent with theoretical and commonsense expectations. Job satisfaction was not significantly related to certification, degree, or teaching level. The implications of the results for the selection and placement of teachers and for Holland's theory are examined."[222]

"According to **Paula Jorde-Bloom (1986)** job satisfaction is one that has always had personal and organizational relevance to educators. But recent reports of increased occupational stress and burnout in early childhood education indicate that the issue merits increased attention. It provides a brief overview of some of the diverse approaches that have evolved to define and measure work attitudes. It then presents a conceptual framework for understanding how the many facets of job satisfaction interrelate. The model builds on a social-ecological perspective of human behavior and stresses the dynamic, interactive nature of person-environment variables."[223]

"**Simcha Ronen (1977),**has Investigated whether the nonmonetary aspects of job satisfaction are the same for unpaid workers as for paid workers, by comparing job satisfaction as reported by 135 kibbutz members working in industrial firms with that reported by 187 industrial employees from a similar industry in the private sector. They were administered an index of job satisfaction and the Job Descriptive Index. Results indicate that the non pay factors were as clearly discriminated in an unpaid population as in a paid

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[222] J. D. Wiggins, retarded, Journal of Vocational Behavior, Volume 8, Issue 1, February 1976, Pages 13-18

[223] Paula Jorde-Bloom, Teacher job satisfaction: A framework for analysis, Early Childhood Research Quarterly, Volume 1, Issue 2, June 1986, Pages 167-183

population, and the order of importance of the non pay factors of job satisfaction was similar for both populations. The results of the Job Descriptive Index for the Israeli sample paralleled those of American samples, and it is suggested that the test can be used as a valuable tool in Israel."[224]

"**Arie Shirom and Tsevi Mazeh (1988)** the objective of this study was to specify the nature of the function relating seniority to job satisfaction. Questionnaire responses of 900 teachers with 23 or less years of seniority, in a representative sample of Israeli junior high schools, were analyzed for year-to-year differences in job satisfaction. The results, and a spectral analysis performed on the data points, suggest that the first 23 years of seniority may be characterized by a periodic modulation of job satisfaction by seniority, with peaks of the former occurring on the 2, 7, 11–12, 17, and 21–22 years; that is, with a periodicity of about 5 years. The findings are interpreted as possibly representing the effects of major moves, in and out of the labor market and between schools, which occur in a teacher's work life."[225]

"**Leo G. M. Prick (1989)** has studied the job satisfaction in teaching can be interpreted usefully within the framework of personality theories related to adult development. In the Dutch context, a large-scale study has shown that general job satisfaction among secondary school teachers is primarily determined by the content of the work itself, and that roughly between the ages of 45 and 55, there is growing dissatisfaction with activities related to teaching for full-time personnel. International comparisons show some sharp

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[224] Simcha Ronen,A comparison of job facet satisfaction between paid and unpaid industrial workers, *Journal of Applied Psychology, Volume 62, Issue 5, October 1977, Pages 582-588*

[225] Arie Shirom and Tsevi Mazeh, Periodicity in seniority—Job satisfaction relationship, Journal of Vocational Behavior, Volume 33, Issue 1, August 1988, Pages 38-49.

differences between levels of job satisfaction in different countries. Also, Dutch teachers of all ages are less satisfied with their work than former colleagues who have left teaching, and older teachers feel more 'stressed' than ex-teachers of the same age."[226]

"**Marilyn L. Lamborn (1991)** has identify the factors influencing the job satisfaction of deans of schools of nursing were analyzed using the motivational theory of expectancy. A questionnaire was sent to 595 deans/directors of baccalaureate and higher degree schools of nursing accredited by the National League for Nursing. The three part questionnaire consisted of (1) Demographic data, (2) Motivation and Reward Scales, and (3) The Job Description Index. Significant relationships were found within each job satisfaction variable ($P \leqslant .05$). The most significant and numerous relationships were found within the variable of pay or salary. Deans who had long tenure in their administrative positions and were associated with large universities and schools of nursing were also found to be statistically significant ($P \leqslant .05$). A direct relationship between the scores on the Motivation and Reward Scale and the scores on the Job Description Index was supported. The individual and collective facets of job satisfaction were positively and significantly correlated ($P \leqslant .05$) with motivation, providing support for the theoretical framework that proposes an interdependent relationship. Additional findings from regression analyses suggested that motivation is a significant predictor of job satisfaction."[227]

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[226] Leo G. M. Prick, Satisfaction and stress among teachers, International Journal of Educational Research, Volume 13, Issue 4, 1989, Pages 363-377

[227] Marilyn L. Lamborn, Motivation and job satisfaction of deans of schools of nursing, Journal of Professional Nursing, Volume 7, Issue 1, January-February 1991, Pages 33-40

"**Max Smith and Sid Bourke (1992**) has Perceived levels of work-related stress, workload, and job satisfaction were measured for 204 secondary teachers in the Hunter Region of New South Wales, Australia, using self-report questionnaires. A causal model was developed hypothesizing relationships between teacher characteristics; aspects of the teaching context; perceived workload; satisfaction with teaching; and four aspects of teacher stress: stress from staff tensions and conflict, time pressure, students and classroom conditions, and lack of rewards and recognition. Teaching context, workload, and satisfaction were found to affect stress directly. The importance of workload and job satisfaction was demonstrated by indirect effects between teaching context and stress outcomes."[228]

"Nancy B. Moody (1996) Faculty dissatisfaction and fewer qualified recruits choosing a career in academia threaten the integrity of the higher education system. Retention of highly qualified nurse faculty affects the reputation of the school of nursing, the faculty commitment to the organization, and the learning environment for students. Through use of a system's framework derived from Neuman and Kast and Rosenzweig, the purpose of this survey was to ascertain the relationship between job satisfaction among nurse faculty and selected demographic variables, organizational characteristics, and role orientation. Approximately 80 per cent of the schools of nursing in the target population of universities offering a doctorate in nursing participated in the study.

The overall subject response rate was 60 per cent. Instruments used for data collection included three researcher-developed tools and

[228] Max Smith and Sid Bourke, Teacher stress: Examining a model based on context, workload, and satisfaction, Teaching and Teacher Education, Volume 8, Issue 1, February 1992, Pages 31-46.

two standardized instruments to measure job satisfaction (the Job Descriptive Index and the Job in General Scale). Significant correlations ($P < .05$) emerged between each of the demographic variables and at least one of the criterion measures of job satisfaction. In addition to descriptive statistics and correlation analysis, a stepwise linear regression-correlation analysis showed that salary, degree level of nursing students taught, and length of annual contract were significant indicators of nurse faculty job satisfaction."[229]

"**Linda Evans (1997)** has contributes to the study of teacher morale and job satisfaction. It presents, as a case study, findings of the author's research into staff morale and job satisfaction at an English Primary school. The effects on individual teachers of prevailing, context-specific circumstances and of specific events are described, highlighting the importance, as morale and job satisfaction determinants, of factors such as leadership and individuals' professionalism orientations, relative perspectives and realistic expectations."[230]

"Munyae Mulinge and Charles W. Mueller (1998) Although developing countries that rely on agriculture continue to invest considerable amounts of resources toward the training of qualified agricultural manpower, the intensification of agricultural research, and the development of favourable agricultural policies, little attention is given to the organizational and social structure of the workplaces of the technical workers in agriculture. They argue that an understanding of what produces satisfied agricultural technicians is important in its

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[229] Nancy B. Moody ,Nurse faculty job satisfaction: A national survey, *Journal of Professional Nursing, Volume 12, Issue 5, September-October 1996, Pages 277-288*

[230] Linda Evans, Understanding teacher morale and job satisfaction , Teaching and Teacher Education, Volume 13, Issue 8, 1997, Pages 831-845

own right, but is also important for indirectly increasing agricultural production in these developing countries. Following a social exchange theoretical argument, and using a national sample of technically trained agricultural personnel in Kenya, they identify the factors in the workplace that affect job satisfaction. Implications for management are drawn from these findings."[231]

"Eileen Mary Weiss (1999) has pointed out that, the relationships between perceived workplace conditions and morale, career choice commitment, and planned retention were examined for first-year teachers in the United States. A nationally representative sample of first-year teachers (K-12) was extracted from the United States Department of Education's Schools and Staffing Surveys database for 1987–88 and 1993–94. A school culture that supports collaboration and teacher participation in decision-making was most strongly related to higher morale, stronger commitment to teaching, and intentions to remain in the profession. The study highlights the importance of providing supportive workplace conditions during a formalized induction year that socialize new teachers into a collaborative and participatory work-ethic that sustains commitment."[232]

" Anit Somech and Anat Drach-Zahavy (2000) the study was to explore the construct of extra-role behavior in schools, and to examine the relationships between extra-role behavior and three factors: job satisfaction, self-efficacy, and collective efficacy. Subjects were 251 Israeli teachers. A factor analysis revealed three distinctive facets of

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[231] Munyae Mulinge and Charles W. Mueller, Employee job satisfaction in developing countries: The case of Kenya, *World Development, Volume 26, Issue 12, December 1998, Pages 2181-2199.*

[232] Eileen Mary Weiss, Perceived Workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: a secondary analysis, Teaching and Teacher Education, Volume 15, Issue 8, November 1999, Pages:861-879.

extra-role behavior, corresponding to three levels of the school system: the student, the team, and the organization as a unit. In addition, the results demonstrated positive relations between job satisfaction and extra-role behavior at all three levels of the school system; self-efficacy was positively related to extra-role behavior towards the team and the organization; and collective efficacy was positively related only to extra-role behavior towards the team. These results enhance the multidimensional approach to extra-role behavior, and also emphasize the importance of examining the determinants of each construct separately."[233]

"Adrian Furnham et. al., (2002) , has investigated the relationships between personality traits and aspects of job satisfaction. In Study 1, job applicants (*n*=250) completed the Eysenck Personality Profiler and the Work Values Questionnaire (WVQ), which requires respondents to rate various work-related facets according to the extent to which they contribute to their job satisfaction. These facets were combined into two composites (hygiene and motivator) based on previous research.

The three personality super factors accounted for a small percentage of the variance in importance ratings (about 5%). In Study 2, employees (*n*=82) completed a measure of the 'Big Five' personality traits and the Job Satisfaction Questionnaire (JSQ), which assesses both what respondents consider as important in their work environment as well as their satisfaction with their current job. Importance ratings were again combined into two composites while

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[233] Anit Somech and Anat Drach-Zahavy, Understanding extra-role behavior in schools: the relationships between job satisfaction, sense of efficacy, and teachers' extra-role behavior, Teaching and Teacher Education, Volume 16, Issues 5-6, July 2000, Pages 649-659.

job satisfaction ratings were factor analyzed and three factors, differentiated along hygiene versus motivator lines, emerged. Personality traits again accounted for a small percentage of the total variance both in importance ratings and in levels of job satisfaction. It is concluded that personality does not have a strong or consistent influence either on what individuals perceive as important in their work environment or on their levels of job satisfaction."[234]

" **Ronit Bogler (2002)** this study attempts to construct profiles of two types of teachers: those with a low level of job satisfaction and those with a high level of job satisfaction. In addition to their background and demographic characteristics, teachers' perceptions of their occupation and of their principals' leadership styles (transformational or transactional) are examined as predictors that discriminate between teachers with low and high levels of satisfaction. The results suggest that teachers with a low level of satisfaction can be reliably distinguished from teachers with a high level of satisfaction by their occupational perceptions, principals' leadership styles, and a number of their demographic characteristics. Implications of the findings for school principals and teachers are examined."[235]

"**Huey-Ming Tzeng (2002)** has observed that the present era of cost-containment pressures indicates that nursing executives have to ensure that, their nurses have a work environment with the work characteristics known to be linked to job satisfaction and good outcomes. The research hypothesis investigated here was: the higher

[234] Adrian Furnham, K. V. Petrides, Chris J. Jackson, Tim Cotter, Do personality factors predict job satisfaction? , *Personality and Individual Differences, Volume 33, Issue 8, December 2002, Pages 1325-1342.*

[235] Ronit Bogler, Two profiles of schoolteachers: a discriminated analysis of job satisfaction, Teaching and Teacher Education, Volume 18, Issue 6, August 2002, Pages 665-673

nurses' levels on general job satisfaction, overall satisfaction with their professional role, and general job happiness, the lower their intention to quit would be. The controlling variables included demographic characteristics, working motivation, and nine job satisfaction subscales. This study was conducted in 3 hospitals located in southern Taiwan. All nurses working for these 3 hospitals were the target subjects. The overall response rate (648 completed questionnaires) was 82%. The nurses' Job Satisfaction and the perceptual degree of its importance questionnaire were used. Ordinal logistic regression analyses were utilized. General job satisfaction, general job happiness, satisfaction with salary and promotion, institution, educational background, and age of nurses' youngest child were proved to be significant predictors of nurses' intention to quit. Suggestions for future studies and administrative strategies in decreasing nurses' intention to quit were examined."[236]

"Gian Vittorio Caprara et. al.,(2003) has observed that , self- and collective-efficacy beliefs were examined as main determinants of teachers' job satisfaction. In 103 Italian junior high schools, 2,688 teachers filled out self-reports to assess self-efficacy beliefs, their perceptions of the extent to which other school constituencies, namely, the principal, colleagues, staff, students, and families, were behaving in accordance with their obligations toward school well-functioning, their collective-efficacy beliefs, and their job satisfaction. Multilevel structural equation modeling analyses corroborated a conceptual model in which individual and collective-efficacy beliefs represent, respectively, the distal and proximal determinants of

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[236] Huey-Ming Tzeng,The influence of nurses' working motivation and job satisfaction on intention to quit: an empirical investigation in Taiwan, *International Journal of Nursing Studies, Volume 39, Issue 8, November 2002, Pages 867-878*

teachers' job satisfaction. The perceptions that teachers have of other constituencies' behavior largely mediated the links between self- and collective-efficacy beliefs. Collective-efficacy beliefs, in turn, partially mediated the influence that teachers' perception of other school constituencies' behavior exerts on their own job satisfaction."[237]

"**Elena C. Papanastasiou and Michalinos Zembylas (2005**), the main purpose of this study is to compare the differences in job satisfaction among public and private kindergarten school teachers in Cyprus. These comparisons take place from the perspectives of the teachers themselves and how they evaluate the working conditions in their own schools.

More specifically, a series of three logistic regressions and a MANOVA were performed to predict whether the teachers are employed in private or public schools based on (a) the motivational factors that influenced them to enter the teaching profession, (b) their satisfaction with their working conditions, (c) the status and recognition that they receive, and (d) their satisfaction with the work of educational boards and associations. The results are interpreted in the context of how a country's cultural, social, and economic structures contribute to the development of particular forms of private/public schooling and the ways in which these structures seem to influence teacher job satisfaction."[238]

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[237] Gian Vittorio Caprara, Claudio Barbaranelli, Laura Borgogni, Patrizia Steca, Efficacy Beliefs as Determinants of Teachers' Job Satisfaction, Journal of Educational Psychology, Volume 95, Issue 4, December 2003, Pages 821-832

[238] Elena C. Papanastasiou and Michalinos Zembylas , Job satisfaction variance among public and private kindergarten school teachers in Cyprus, International Journal of Educational Research, Volume 43, Issue 3, 2005, Pages 147-167

"**Hossein Zainalipour et. al., (2005),** the main purpose of this study is analysis of the correlation between organizational justice and job satisfaction. This study also analyzes the impact of organizational justice components as encompassed by three specific forms of justice perceptions; distributive justice, procedural justice, and interactional justice on job satisfaction, which includes five dimensions: supervision, co-worker, pay, promotion and nature of job. It is essential that administrators and principals of educational institutions appreciate and understand factors that may influence teachers' job satisfaction. Findings indicated significant positive relationships between organizational justice and job satisfaction. Correlation analysis for the three components of organizational justice showed that two dimensions of organizational justice namely, distributive and interactional justice had positive relations with four dimensions of job satisfaction namely supervision, co-worker, pay and promotion and they didn't have correlation with nature of job as a dimension of job satisfaction. Procedural justice demonstrated a significant correlation for all dimensions of job satisfaction."[239]

"**Gian Vittorio Caprara et. al(2006)** pointed out that teachers' self-efficacy beliefs were examined as determinants of their job satisfaction and students' academic achievement. Over 2000 teachers in 75 Italian junior high schools were administered self-report questionnaires to assess self-efficacy beliefs and their job satisfaction Students' average final grades at the end of junior high school were collected in two subsequent scholastic years. Structural equation modeling analyses corroborated a conceptual model in which

[239] Hossein Zainalipour, Ali Akbar Sheikhi Fini, Siyed Mohammad Mirkamali, A study of relationship between organizational justice and job satisfaction among teachers in Bandar Abbas middle school, Procedia - Social and Behavioral Sciences, Volume 5, 2010, Pages 1986-1990.

teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement."[240]

"**I.Theodossiou, E. Vasileiou (2007)** this study investigates the relationship between job satisfaction and job security in European countries. In doing so, it attempts to take into account the endogenous nature of the job security–job satisfaction relationship after controlling for the various economic and personal characteristics. The results show that workers in jobs with low likelihood of job termination derive higher utility from work compared to the workers in insecure jobs. This holds even after controlling for endogeneity by using both a conventional IV approach and a selection model. This appears to be the case for both men and women."[241]

"Nathan A. Bowling (2007) has pointed out that, the job satisfaction–job performance relationship has attracted much attention throughout the history of industrial and organizational psychology. Many researchers and most lay people believe that a causal relationship exists between satisfaction and performance. In the current study, however, analyses using meta-analytic data suggested that the satisfaction–performance relationship is largely spurious. More specifically, the satisfaction–performance relationship was partially eliminated after controlling for either general personality traits (e.g., Five Factor Model traits and core self-evaluations) or for work

[240] Gian Vittorio Caprara, Claudio Barbaranelli, Patrizia Steca, Patrick S. Malone, Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level, Journal of School Psychology, Volume 44, Issue 6, December 2006, Pages 473-490

[241] *I. Theodossiou, E. Vasileiou, Making the risk of job loss a way of life: Does it affect job satisfaction?, Research in Economics, Volume 61, Issue 2, June 2007, Pages 71-83*

locus of control and was almost completely eliminated after controlling for organization-based self-esteem."[242]

"Josse Delfgaauw (2007) has using survey data of public sector employees in the Netherlands, this paper shows that workers' satisfaction with various job domains not only affects whether but also where workers search for another job. An intuitive pattern emerges. Workers try to leave their current employer when they are uncomfortable with an organization-specific job domain, like management. Conversely, when workers are dissatisfied with a job domain that differs sufficiently across jobs within an organization, like autonomy, they look for another position in their current organization. Dissatisfaction with job domains which may have an industry-specific component, such as job duties, drives workers out of their industry. The findings provide a unique view on the relative heterogeneity of job domains across jobs within organizations and industries."[243]

"**Adam E. Nir, Ronit Bogler (2008)** examines the literature, has shown that on-the-job professional development programs are most beneficial when they are long-term, focused on students' learning, and linked to the curricula. They hypothesized that the higher the control teachers have over job professional development processes, and the greater the resemblance of these processes to the typical teaching culture in classrooms, the greater the teachers' satisfaction with job professional development processes. The findings of this study demonstrate that the main factors affecting teachers' satisfaction with the instructional programs are related to their desire to maintain

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[242] Nathan A. Bowling, Is the job satisfaction–job performance relationship spurious? A meta-analytic examination, Journal of Vocational Behavior, Volume 71, Issue 2, October 2007, Pages 167-185.
[243] Josse Delfgaauw, The effect of job satisfaction on job search: Not just whether, but also where? Labour Economics, Volume 14, Issue 3, June 2007, Pages 299-317.

instructional processes “close to home”, and to shape these processes in accordance with their needs and expectations. The implications of the study are discussed with relation to decision-makers in the school setting and at the local authorities’ level.”[244]

“Xiaofeng Steven Liu and Jase Ramsey (2008) analyzed that teachers’ satisfaction with various aspects of their job through multilevel analyses of national surveys conducted in the United States. The data came from the National Center for Education Statistics Schools and Staffing Survey for 1999–2000 and Teacher Follow-up Survey for 2000–2001. They found that teachers were least satisfied with work conditions and compensation, and that minority teachers were generally less satisfied with their job than were non-minority teachers. They also found that teachers’ job satisfaction varied with gender, years of teaching, and career status. These findings provide significant implications for educational policy aimed at retaining teachers in education.”[245]

“**Einar M. Skaalvik and Sidsel Skaalvik,(2009)** has examined relations between teachers' perception of the school context, teacher burnout, and teacher job satisfaction. Participants were 563 Norwegian teachers in elementary school and middle school. Four aspects of teachers' perception of the school context (supervisory support, time pressure, relations to parents, and autonomy) and three dimensions of teacher burnout (emotional exhaustion,

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[244] Adam E. Nir, Ronit Bogler, The antecedents of teacher satisfaction with professional development programs, Teaching and Teacher Education, Volume 24, Issue 2, February 2008, Pages 377-386

[245] Xiaofeng Steven Liu and Jase Ramsey, Teachers’ job satisfaction: Analyses of the Teacher Follow-up Survey in the United States for 2000–2001 , Teaching and Teacher Education, Volume 24, Issue 5, July 2008, Pages 1173-1184

depersonalization, and reduced personal accomplishment) were measured.

The data were analyzed by means of structural equation modeling using the AMOS 5 program. Teachers' job satisfaction was directly related to two of the dimensions of burnout (emotional exhaustion and reduced personal accomplishment) and indirectly related to all aspects of the school context, through emotional exhaustion and reduced personal accomplishment. The three dimensions of burnout were differently related to the school context variables. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers' relations with parents. Implications for both research and educational practices were examined."[246]

"**Mehmet D. Karslı and Hale İskender(2009)** has examined teachers and their institutional commitment. Sampling of the research is based on four hundred teachers working in Sakarya. Data was obtained through Minnesota Job Satisfaction Scale, Cook and Wall Institutional Job Commitment Questionnaire and Motivation Questionnaire as well as three questions determining gender, branch and educational status was used. At the end of the research it was found that administration motivated teachers in a positive way and teachers were committed to the institutions.

It is also found out that the level of motivation affects the institutional commitment and the level of institutional commitment

[246] Einar M. Skaalvik and Sidsel Skaalvik, Does school context matter? Relations with teacher burnout and job satisfaction, Teaching and Teacher Education, Volume 25, Issue 3, April 2009, Pages 518-524

changes according to motivation given by the administration. The level of motivation also affects the job satisfaction and high motivation causes high job satisfaction whereas low motivation leads to low job satisfaction. The level of job satisfaction affects the institutional commitment and teachers having high job satisfaction show high institutional commitment. The difference between branch variations and level of job satisfaction has been found and branch teachers were observed to have higher job satisfaction than form teachers. It has been found out that gender, branch and educational status doesn't affect teachers' motivation and their institutional commitment."[247]

"**Li Gui et. al., (2009)** has reports the effects and related factors of nurse teachers' job satisfaction. Much of the research to date has focused on the factors of job satisfaction with recent studies providing some evidence about its predictors. However, little research has focused on the effects of job satisfaction on individual nurse teachers or from an organizational or student perspective despite the growing global shortage of nurse teachers. The challenge and potential direction of research are discussed and it is argued that there is a need to establish a comprehensive model of job satisfaction and measure the impact of nurse teachers' job satisfaction from the perspective of key stakeholders."[248]

" **Robert M. Klassen et. al.,(2009)** has presents a mixed methods examination of teachers' job beliefs in the Yukon Territory in northern Canada. In Study 1 we used questionnaires to examine job

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[247] Mehmet D. Karslı, Hale İskender, To examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment, Procedia - Social and Behavioral Sciences, Volume 1, Issue 1, 2009, Pages 2252-2257

[248] Li Gui, K. Louise Barriball, Alison E. While, Job satisfaction of nurse teachers: A literature review. Part II: Effects and related factors, Nurse Education Today, Volume 29, Issue 5, July 2009, Pages 477-48.7

beliefs for 221 teachers from the Yukon and western Canada. Teachers' self- and collective efficacy and workload stress were lower for Yukon teachers, but levels of overall stress and satisfaction were similar across settings. In Study they conducted interviews to examine how geographical, community, and cultural factors were related to Yukon teachers' job beliefs. Results showed that job stress and job satisfaction were influenced by physical and human geography, level of connection with the community, and by the community's cultural transitions. The findings highlight the influence of cultural and community factors on teachers' working lives."[249]

"**Mine Sancar (2009)** observed the leadership behaviors of public school principals as perceived by public school teachers in relation to teacher job satisfaction in Northern Cyprus. Teachers' perceptions of their school principals' leadership behavior was measured by the Leadership Behavior Description Questionnaire (LBDQ). Teachers' expressed job satisfaction level was measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS). A Linear Regression analysis proved a significantly positive relationship between school principals' perceived 'consideration' behavior and teachers' expressed job satisfaction. However, there was no significant relationship between school principals' perceived 'initiation of structure' behavior and expressed teachers job satisfaction levels."[250]

"**Shwu-yong L. Huang and Hersh C. Waxman (2009)** pointed out that, a supportive school environment is crucial to the enhancement

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[249] Robert M. Klassen, Rosemary Y. Foster, Sukaina Rajani, Carley Bowman, Teaching in the Yukon: Exploring teachers' efficacy beliefs, stress, and job satisfaction in a remote setting, International Journal of Educational Research, Volume 48, Issue 6, 2009, Pages 381-394

[250] Mine Sancar, Leadership behaviors of school principals in relation to teacher job satisfaction in north Cyprus, Procedia - Social and Behavioral Sciences, Volume 1, Issue 1, 2009, Pages 2855-2864

of student teaching experiences. This study assesses student teachers' perceptions of secondary school environments, and then relates the perceptions to their satisfaction with school experiences and teaching commitment. The results show that considerable disparities between student teachers' perceptions of actual and preferred school environments and suggest certain directions for improvement. Student teachers' perceptions about their school environments, especially in the areas of professional interest and staff freedom, were positively associated with their satisfaction. Several school environmental aspects influenced the total years they planned to teach and their intention to teach at the placement schools."[251]

"**Toni Mora and Ada Ferrer-i-Carbonell (2009)** has focuses on the gender differences in job satisfaction reported by recent university graduates in Catalonia (Spain). The data allows distinguishing five areas of job satisfaction: work content, promotion possibilities, earnings, applicability of acquired knowledge, and job security. Young and highly educated women in this study report a lower satisfaction with some aspects of their job. For two of the five job satisfaction domains, the lower reported level can be explained by differences in observable characteristics, notably wages and type of contract. For two other satisfaction domains we are unable to explain the lower female satisfaction level although we argue that unobservables are the most plausible explanation. This is surprising given the nature of the sample, i.e. very young and highly educated population."[252]

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[251] Shwu-yong L. Huang, Hersh C. Waxman, The association of school environment to student teachers' satisfaction and teaching commitment, Teaching and Teacher Education, Volume 25, Issue 2, February 2009, Pages 235-243

[252] Toni Mora and Ada Ferrer-i-Carbonell, The job satisfaction gender gap among young recent university graduates: Evidence from Catalonia, Journal of Socio-Economics, Volume 38, Issue 4, August 2009, Pages 581-589.

" **Rafael Muñoz de Bustillo Llorente and Enrique Fernández Macías(2010**) has studied the relation between the characteristics of the job performed and the level of subjective satisfaction of workers. In other words: whether job satisfaction reflects the characteristics of jobs, and therefore, can be used as an indicator of job quality. Two different approaches are followed. First, using the *International Social Survey Program* of 1997 we explored whether differences between countries in job satisfaction can be explained by variables usually considered to be related to job quality, such as working hours, wages, etc. Second, we studied the relationship between certain objective measures of job quality and job satisfaction in a given country, using Spain as a case study. In both cases the results do not support the use of job satisfaction as a measure of job quality. Finally, we discuss the different processes that could explain the coexistence of wide variations in job quality with high overall levels of job satisfaction."[253]

"**Robert M. Klassen and Ming Ming Chiu (2010)** The authors of this study sought to examine the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction with a sample of 1,430 practicing teachers using factor analysis, item response modeling, systems of equations, and a structural equation model. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career

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[253] Rafael Muñoz de Bustillo Llorente, Enrique Fernández Macías, Job satisfaction as an indicator of the quality of work, *Journal of Socio-Economics*, *Volume 34, Issue 5, October 2005, Pages 656-673*

and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction."[254]

"According to **Zülfü Demirtas (2010)** ,Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. The purpose of this research was identified the primary school teachers' job satisfaction levels. The research has been designed with the survey model. In accordance with this approach, the primary school teachers' job satisfaction levels have been measured. In the research,

Teaching Satisfaction Survey (TSS) was used. According to results, teachers' job satisfaction levels are pretty high. In terms of age difference there is a meaningful difference in averages. The of group 36-40 age have the highest averages. On the other hand, the group of 41 and above age has the lowest averages. There are no meaningful differences in terms of the professional seniority and the branch of teaching variables. That the level of job satisfaction of teachers is very high affects positively the educational aims come true. It is expected

[254] Robert M. Klassen and Ming Ming Chiu, Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress, Journal of Educational Psychology, Volume 102, Issue 3, August 2010, Pages 741-756

that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students."[255]

"**Robert W. Lent et.al., (2010)** this study tested a social cognitive model of work and life satisfaction (Lent & Brown, 2006, 2008) in a sample of 235 Italian school teachers. The model offered good overall fit to the data, though not all individual path coefficients were significant. Three of five predictors (favorable work conditions, efficacy-relevant supports, and positive affectivity) produced significant, direct paths to job satisfaction. Job satisfaction, progress at personal work goals, and positive affectivity were predictive of teachers' life satisfaction. Task self-efficacy was related indirectly both to job satisfaction (via work conditions) and life satisfaction (via goal progress). Implications of the findings for future research and efforts to promote teachers' job satisfaction are discussed."[256]

"**Hassanreza Zeinabadi (2010)** presented little empirical research has looked at casual relationships between job satisfaction, organizational commitment and OCBs (Organization Commitment and behaviour) of teachers. Also there is minimal attention to the impact of specific facet of job satisfaction and organizational commitment on OCB of teachers.

The purpose of this study was to investigate casual relationships through testing 36 structural models. The sample was 652 teachers and 131 principals. Data were collected through 3 questionnaires. Results showed that just 1 model has the best fit indexes. In this model, intrinsic

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[255] Zülfü Demirtas , Teachers' job satisfaction levels, Procedia - Social and Behavioral Sciences, Volume 9, 2010, Pages 1069-1073

[256] Robert W. Lent, Laura Nota, Salvatore Soresi, Maria C. Ginevra, Ryan D. Duffy, Steven D. Brown, Predicting the job and life satisfaction of Italian teachers: Test of a social cognitive model, Journal of Vocational Behavior, In online 23 December 2010.

job satisfaction is a dominant variable which influence OCB directly and indirectly through partial mediating role of value commitment."[257]

"**Shafqat Naeem Akhtar et.al., (2010)** The present study was conducted to investigate a comparative study of job satisfaction in public and private school teachers. 'Job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Researches support that teacher's job satisfaction has been found one of the very important variable related to positive teaching behavior toward their job.

There has also been considerable interest in the complex relationship between an individual's job satisfaction and satisfaction with other aspects of his or her life. It was hypothesized that a comparative study of job satisfaction in public and private school teachers. To test this hypothesis the researcher conducted this study to investigate the sense of teacher's job satisfaction. For this purpose the researcher developed a questionnaire of 25 items and 5 options. A sample of 150 public and private school teachers was conveniently selected for the study. Data analysis was conducted through 't-test' and 'ANOVA' Which showed that there is no significance difference between teacher's job satisfaction in public and private schools."[258]

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[257] Hassanreza Zeinabadi , Job satisfaction and organizational commitment as antecedents of Organizational Citizenship Behavior (OCB) of teachers , Procedia - Social and Behavioral Sciences, Volume 5, 2010, Pages 998-1003.

[258] Shafqat Naeem Akhtar, Muhammad Amir Hashmi, Syed Imtiaz Hussain Naqvi, A comparative study of job satisfaction in public and private school teachers at secondary level, Procedia - Social and Behavioral Sciences, Volume 2, Issue 2, 2010, Pages 4222-4228

"**Angelica Moè et.al. (2010)** has examines how good strategies and praxis interplay with positive affect and self-efficacy to determine a teacher's job satisfaction, in the hypothesis that teaching effectively does not in itself guarantee satisfaction: positive affect and self-efficacy beliefs are needed. Self-assessment scales, designed to assess the use of efficient teaching strategies and praxes, self-efficacy in teaching, positive affect and job satisfaction, were completed by 399 teachers. Structural equation modelling (SEM) analysis revealed the mediating role of both positive affect and self-efficacy beliefs in the relationship between teaching strategies/praxes and job satisfaction."[259]

"**Xiaoxiao Hu et.al., (2010)** has examined the degree to which blue- versus white-collar workers differentially conceptualize various job facets, namely the work itself, co-workers, supervisors, and pay. To examine these potential differences, they conducted a series of analyses on job satisfaction ratings from two samples of university workers. Consistent with the study hypothesis, results revealed that blue- and white-collar workers held different conceptualizations regarding the nature of co-workers, pay, and the work itself, but not of supervisors. In general, more dimensions for each facet emerged for the white-collar workers, suggesting that these individuals possess more differentiated and multidimensional evaluations of these job facets than do blue-collar workers"[260].

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[259] Angelica Moè, Francesca Pazzaglia, Lucia Ronconi, when being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching, Teaching and Teacher Education, Volume 26, Issue 5, July 2010, Pages 1145-1153

[260] Xiaoxiao Hu, Seth Kaplan and Reeshad S. Dalal, An examination of blue- versus white-collar workers' conceptualizations of job satisfaction facets, *Journal of Vocational Behavior*, *Volume 76, Issue 2, April 2010*, *Pages 317-325*

"**Kathleen A. Lane et.al.,(2010)** has examined that, here are many factors that influence nurse faculty job satisfaction including professional achievement and growth, interpersonal relations, leadership, recognition, responsibility, salary, and working conditions. However, much of the research in this area is limited to the clinical nurse setting. There are few studies that focus on nurse faculty job satisfaction in the community college setting. One of the primary drivers for the current nursing shortage in the United States is a shortage of faculty. Better understanding of the factors influencing job satisfaction among faculty may be helpful in addressing the faculty shortage.

The purpose of this study was to explore the constructs of job satisfaction and intent to stay. Community college nursing faculty was chosen given that all of the authors were nursing faculty in this type of setting. Examining the relationship between job satisfaction and intent to stay of nurse faculty in community colleges in Florida could provide information for deans and administrators of nursing programs to address the nurse faculty shortage. The sample was drawn from Associate in Science Programs faculty from the 23 community colleges in Florida that offer a nursing program. The qualitative part of this study focused on the perceptions or feelings of nurse faculty. The open-ended questions were based on the subscales of Herzberg's Motivation to Work Theory. The findings revealed that nurse faculty was most passionate about the salary and the work itself. The overwhelming majority response was that the faculty loved their jobs. This study found that overall job satisfaction can be used as a predictor for intent to stay.

Findings further revealed that nurse faculty in community colleges in Florida are generally satisfied with their jobs and have intent to stay."[261]

"**Anna M. Zalewska (2011)** has examined the relations between anxiety and job satisfaction from the perspectives of three distinct approaches to well-being, i.e. 'bottom-up', 'top-down', and 'transactional' (boosted with elements of greatest significance of the former two approaches). Overall Job Satisfaction (OJS), diversification in satisfaction according to job facets (Work Description Inventory), situational (four items from the Job Affect Scale) and persistent job-related anxiety (Mood at Workplace Questionnaire), Neuroticism and Extraversion (NEO–FFI) were investigated among 240 employees (120 males).

Analyses done from the perspective of 'bottom-up' theories showed that two forms of job-related anxiety were negatively correlated with the level of satisfaction but were not associated with diversification in satisfaction. Data analyzed from the perspective of the 'top-down' model demonstrated that Neuroticism affected job-related anxiety and job satisfaction; moreover, persistent anxiety mediated the relation between Neuroticism and OJS. Data analysis within the transactional model indicated that OJS depended on interaction between persistent anxiety, Neuroticism and Extraversion. The study reveals the possible methodological problems and measurement artifacts of the 'bottom-up'

[261] Kathleen A. Lane, Joni Esser, Betty Holte, Marie Anne McCusker, A study of nurse faculty job satisfaction in community colleges in Florida, Teaching and Learning in Nursing, Volume 5, Issue 1, January 2010, Pages 16-26

and ‘top-down’ approaches. In addition, it provides evidence supporting the adaptive role of anxiety and individual properties as its moderators.”[262]

The next chapter deals with the profile of the study area and the status of the self financing Arts and Science colleges affiliated to Bharathidasan University, Tiruchirappalli, and Tamil Nadu.

[262] Anna M. Zalewska, Relationships between anxiety and job satisfaction – Three approaches: ‘Bottom-up’, ‘top-down’ and ‘transactional’ , *Personality and Individual Differences, Volume 50, Issue 7, May 2011, Pages 977-986*

CHAPTER III

PROFILE OF THE STUDY AREA

In this chapter an attempt has been made to describe the existing profile of Tamil Nadu state in terms of its area, population, and urbanisation, level of literacy, infrastructure facilities, industrial growth, major occupation and employment, to serve as a base for the study. Also a brief profile of the study area and the status of self financing Arts and Science Colleges affiliated to Bharathidasan University, Tiruchirappalli.

Profile of Tamil Nadu

Tamil Nadu (Tamil: தமிழ்நாடு "Country of the Tamils" is one of the 28 states of India. Its capital and the largest city is Chennai (formerly known as Madras). Tamil Nadu lies in the southernmost part of the Indian Peninsula and is bordered by the States of Puducherry (Pondicherry), Kerala, Karnataka and Andhra Pradesh. It is bound by the Eastern Ghats in the north, the Nilgiri, the Annamalai Hills, and Palakkad on the west, by the Bay of Bengal in the east, the Gulf of Mannar, the Palk Strait in the south east, and by the Indian Ocean in the south.

Tamil Nadu is the eleventh largest state in India by area (about the size of Greece) and the seventh most populous state. It is the fifth largest contributor to India’s GDP and the most urbanised state in India.

The state has the highest number (10.56%) of business enterprises in India, compared to the population share of about 6%. It is one of the foremost states in the country in terms of overall development.



The region has been the home of the Tamil civilization since at least 1500 BC, as attested by numerous archaeological sites in and around Adichanallur. Its classical language Tamil has been in use in inscriptions and literature for 2500 years. Tamil Nadu is home to many natural resources, grand Hindu temples of Dravidian architecture, hill stations, beach resorts, multi-religious pilgrimage sites and eight UNESCO World Heritage Sites.

Tamil Nadu in Independent India

When India became independent in 1947, Madras Presidency became Madras State, comprising present day Tamil Nadu, coastal Andhra Pradesh up to Ganjam district in Orissa, northern Karnataka, and parts of Kerala. The state was subsequently split up along linguistic lines. In 1968, Madras State was renamed Tamil Nadu, meaning *Country of Tamil*.



Geography

Tamil Nadu covers an area of 130,058 square kilometres (50,216 sq mi), and is the eleventh largest state in India. The bordering

states are Kerala to the west, Karnataka to the northwest and Andhra Pradesh to the north. To the east is the Bay of Bengal and the union territory of Puducherry. The southernmost tip of the Indian Peninsula is located in Tamil Nadu. At this point is the town of Kanyakumari which is the meeting point of the Arabian Sea, the Bay of Bengal, and the Indian Ocean.

The western, southern and the north-western parts are hilly and rich in vegetation. Tamil Nadu is the only state in India which has both the Western Ghats and the Eastern Ghats and they both meet at the Nilgiri hills. The Western Ghats dominate the entire western border with Kerala, effectively blocking much of the rain bearing clouds of the South West Monsoon from entering the state. The Eastern parts are fertile coastal plains and the northern parts are a mix of hills and plains. The central and the south central regions are arid plains and receive less rainfall than the other regions.

Tamil Nadu has a coastline of about 910 kilometres (600 mi) which is the country's third longest coastline. Tamil Nadu's coastline bore the brunt of the 2004 Indian Ocean Tsunami when it hit India, which caused 7,793 direct deaths in the state. Tamil Nadu falls mostly in a region of low seismic hazard with the exception of the western border areas that lie in a low to moderate hazard zone; as per the 2002 Bureau of Indian Standards (BIS) map, Tamil Nadu falls in Zones II & III. Historically, parts of this region have experienced seismic activity in the M5.0 range.

Climate

Tamil Nadu is heavily dependent on monsoon rains, and thereby is prone to droughts when the monsoons fail. The climate of the state ranges from dry sub-humid to semi-arid. The state has three distinct periods of rainfall: (1) Advancing monsoon period, South West monsoon (from June to September), with strong southwest winds; (2) North East monsoon (from October to December), with dominant northeast winds; and (3) Dry season (from January to May). The normal annual rainfall of the state is about 945 mm (37.2 in) of which 48% is through the North East monsoon, and 32% through the South West monsoon. Since the state is entirely dependent on rains for recharging its water resources, monsoon failures lead to acute water scarcity and severe drought.

Tamil Nadu is classified into seven agro-climatic zones: north-east, north-west, west, southern, high rainfall, high altitude hilly, and Cauvery Delta (the most fertile agricultural zone). The table below shows the maximum and minimum temperatures that the state experiences in the plains and hills.

	Plains	**Hills**
Max.	43 °C (109 °F)	32.3 °C (90.1 °F)
Min.	13.1 °C (55.6 °F)	3.0 °C (37.4 °F)

Governance and administration

The Governor is the Constitutional head of the state while the Chief Minister is the head of the government and the head of the council of ministers. The Chief Justice of the Madras High Court is the head of the judiciary. The present Governor, Chief Minister and the Chief

Justice are Surjit Singh Barnala, M. Karunanidhi and Hemant Laxman Gokhale (Transferred to Supreme court) respectively. The major administrative units of the state constitutes 39 Lok Sabha constituencies, 234 Assembly constituencies, 32 districts, 10 city corporations, 152 municipalities, 611 town panchayats and 12,618 village panchayats. Chennai (formerly known as Madras) is the state capital. It is the fourth largest city in India and is also one of the five A1 Metropolitan cities of India.

Tamil Nadu has 10 City Corporations: Chennai, Coimbatore, Madurai, Tiruchirappalli, Salem, Tirunelveli, Erode, Tirupur, Vellore and Thoothukudi. There is a plan to upgrade Tambaram, Nagercoil and Ambattur as City Corporations. The Corporation of Chennai, established in 1688, is the oldest Municipal Corporation not only in India but also in any commonwealth nations outside United Kingdom.

Tamil Nadu has been a pioneering state of E-Governance initiatives in India. A large part of the government records like land ownership records are digitised and all major offices of the state government like Urban Local Bodies — all the Corporations and Municipal Office activities — revenue collection, land registration offices, and transport offices have been computerised.

Tamil Nadu is one of the states where law and order has been maintained largely successfully. The Tamil Nadu Police Force is over 140 years old. It is the fifth largest state police force in India and has the largest strength of women police personnel in the country. As of 2003, the state had a total police population ratio of 1:668, higher than the national average of 1:717.

Districts

The Tamil Nadu state consists of 32 districts namely; Ariyalur, Chennai, Coimbatore, Cuddalore, Dharmapuri, Dindigul, Erode, Kanchipuram, Kanyakumari, Karur, Krishnagiri, Madurai, Nagapattinam, Namakkal, Nilgiris, Perambalur, Pudukkottai, Ramanathapuram, Salem, Sivagangai, Thanjavur, Theni, Thoothukudi, Tiruchirappalli ,Tirunelveli, Tirupur, Tiruvallur, Tiruvannamalai, Tiruvarur, Vellore, Viluppuram, and Virudhunagar,

Demographics

Tamil Nadu is the seventh most populous state in India with a population of 62,405,679 (>62 million) as of the census of 2001, with estimates for year 2008 put at 66,396,000 (>66 million), (approximately 5.79% of India's population). It is the eleventh most densely populated state in India with a population density of 511 persons per square kilometre as of 2008, having increased from 429 in 1991, significantly higher than the Indian average of 324 persons per square kilometre. 44% of the state's population live in urban areas, the highest among large states in India.

Tamil Nadu's population grew by 11.19% between 1991 and 2001; the second lowest rate for that period (after Kerala) amongst populous states (states whose population exceeded 20 million in 2001). Its decadal rate of population growth has declined since 1971, one of only three populous states (along with Kerala and Orissa) to show this trend. The state has registered the lowest fertility rate along with Andhra Pradesh and Goa in India in year 2005-06 with 1.8 children born for each woman, lower than required for population sustainability.

Hinduism is followed by the majority of the people. The distribution of population based on their faith, as of the 2001 census, is shown in the bar graph above. Hindus are the dominant community and has a significantly higher percentage in Tamil Nadu. Christianity, though a minority, has the highest population in absolute numbers when compared to other states. Tamil Nadu has seen a lot of conversions into Christianity, which at times have caused unrests. Tamil is the official and the principal spoken language of the state. As of the 2001 Census, Tamil is spoken by 89.43% of the population followed by Telugu at 5.65%, Kannada at 1.68%, Urdu at 1.51% and Malayalam at 0.59%.

Education and social development

Tamil Nadu is the most literate state of India according to the HRD ministry of India's 2003 statistics. Tamil Nadu has performed reasonably well in terms of literacy growth during the decade 1991-2001. The state's literacy rate increased from 62.66% in 1991 to 73.47% in 2001 which is above the national average. A survey conducted by the Industry body Assocham ranks Tamil Nadu top among Indian states with about 100% Gross Enrolment Ratio (GER) in primary and upper primary education. One of the basic limitations for improvement in education in the state is the rate of absence of teachers in public schools, which at 21.4% is significant.

Tamil Nadu has 19 universities, 349 engineering colleges and 1150 Arts College, 2550 schools and 5000 hospitals. Some of the most reputed educational institutes present in Tamil Nadu are University of Madras, IIT Madras, TANUVAS(Tamil Nadu veterinary and Animal sciences university), Anna University (includes MIT Chennai - Madras Institute of Technology), NIT Tiruchi, VIT University Vellore, Institute of

Road & Transport Technology (IRTT) at Erode, Christian Medical College & Hospital Vellore, Bharathidasan Institute of Management Trichy, Madras Medical College, Loyola College, Chennai and Annamalai University.

The Indian Institute of Management is scheduled to open in Trichy by 2009-2010. Tamil Nadu produces the highest number of engineering graduates in India (around 1, 30,000) every year which attracts many software companies to set up their shop in south India.

Tiruchirappalli has a number of educational institutions. The National Institutes of Technology have a campus at Tiruverumbur near Tiruchirappalli. St. Joseph's College is one of the oldest educational institutions in Tamil Nadu. Other important colleges in Tiruchirappalli include National College, Bishop Heber College, Jamal Mohamed College, Saranathan College of Engineering, J.J. College of Engineering and Technology, Anna University Trichy, Bharathidasan Institute of Management, the Government Law College and K.A.P Viswanatham Government Medical College.

The Bharathidasan University is based in Tiruchirappalli and exercises its jurisdiction over colleges in Tiruchirappalli district and seven neighbouring ones."[263] Some of the important schools in Tiruchirappalli include St John's Vestry Anglo Indian School, Campion Anglo Indian Boys Higher Secondary School, St. Joseph's Anglo Indian Girls' Higher Secondary School, R. S. K. Higher Secondary School,

[263] Ameeta Gupta, Ameeta Gupta & Ashish Kumar, Ashish Kumar (Chartered Accountant.) (2006). *Handbook of universities*. Atlantic Publishers & Distributors. pp. 121. ISBN 81-269-0607-3, ISBN 978-81-269-0607-9.

Bishop Heber Hr Sec School, Teppakulam and E. R. Higher Secondary School.

BRIEF PROFILE OF BHARATHIDASAN UNIVERSITY

Bharathidasan University established in February 1982, and was named after the great revolutionary Tamil Poet, Bharathidasan (1891-1968). The motto of the University "We will create a brave new world" has been framed from Bharathidasan's poetic. The University endeavours to be true to such a vision by creating in the region a brave new world of academic innovation for social change". (NAAC, - 2005, p.69) The year 2006-07 is the Silver Jubilee year for this great and vibrant University.

The campus is located in a sprawling area of over 1000 acres of land on the Tiruchirappalli - Pudukkottai Highway (NH 210). Besides this main campus, there is a city campus at Khajamalai housing Department of Economics, Department of Education Technology, Department of Computer Science, the Institute for Entrepreneurship and Career Development (IECD), the Bharathidasan University Technology Park (BUTP) and a few more Departments. The Bharathidasan Institute of Management (BIM) is located in the B.H.E.L. Campus, with whose partnership, the BIM has emerged as one of the top Business Schools of the country.

The affiliating jurisdiction is over 7 Districts with 104 Arts & Science and Fine Arts Colleges and 13 Approved Institutions. Eighteen of the affiliated colleges are autonomous. Among the affiliated colleges, more than 50% are offering PG programmes and 25% are offering M.Phil./Ph.D. programmes. A good number of them are nationally

recognized for quality education. The programmes offered through affiliated colleges are so diversified that they number more than 250. The student strength in the affiliated colleges is over 1.50 lakhs.

List of BDU Vice-Chancellors from 1982

- Prof. P.S. Mani Sundaram (1982-1985)
- Prof. A.Gnanam (1985-1988)
- Prof. S. Muthukumaran (1988-1994)
- Prof. VR. Muthukkaruppan (1994-1997)
- Prof. P. Jagadeesan (1997-2000)
- Prof. Muthiah Mariappan (2000-2003)
- Prof. C. Thangamuthu (2004-2007)
- Prof. M. Ponnavaikko (2007-2010)

Universities in Trichy

- Anna University of Technology, Trichy
- Bharathidasan University
- National Institute of Technology, Trichy
- Prist University, Trichy Campus
- Periyar Maniammai University, Trichy Campus
- SRM University, Trichy Campus
- SASTRA University, Thanjavur

Engineering Colleges

- M.A.M. College of Engineering
- C.A.R.E. School of Engineering
- Cauvery College of Engineering and Technology
- Designed Environment Academy AND Research Institute

- Imayam College of Engineering
- Indra Ganesan College of Engineering
- J.J. College of Engineering and Technology
- Jayaram College of Engineering and Technology
- Kurinji College of Engineering and Technology
- K.Ramakrishnan College of Engineering
- K.Ramakrishnan College of Technology
- Kongunadu College of Engineering and Technology
- Anna University College, (BIT Campus)
- M.A.M. College of Engineering & Technology
- M.A.M School Of Engineering
- Mount Zion College of Engineering and Technology
- M.I.E.T Engineering College
- Mookambigai College of Engineering
- National Institute of Technology, Trichy(Formerly known as REC - Regional Engineering College)
- Oxford Engineering College
- Pavendar Bharathidasan College of Engineering and Technology
- Pavendar Bharathidasan Institute of Information Technology
- Prist University, Trichy Campus
- SRM College of Engineering and Technology
- Saranathan College of Engineering
- Shri Angalamman College of Engineering & Technology
- Sudharsan Engineering college
- SASTRA University
- Shivani Engineering College
- Shivani Institute of Technology
- Samboorna Institute of Engineering and Technology
- The Selvam Women Excellence Engineering Technology

- Trichy Engineering College
- TRP Engineering College
- Trichy Institute of Engineering and Technology
- Vetri Vinayaha College of Engineering and Technology

Arts & Science Colleges

- Pavendar Bharathidasan Arts and Science College
- Aiman College of Arts and Science for Women
- Arabic College
- Bishop Heber College
- Cauvery College for Women
- Chettinadu College of Arts and Science
- Chidambaram Pillai College of Women
- Christhu Raj College
- Government Arts college
- Holy Cross College
- Jamal Mohamed College
- Kalai Kaviri College of Fine Arts
- Dr.Kalaignar College of Arts and Science
- Kurinji Arts and Science College
- M.I.E.T. College of Arts and Science
- National College
- Nehru Memorial College
- Periyar E.V.R. College
- School of Quality Management
- Seethalakshmi Ramaswami College
- Shrimathi Indira Gandhi College
- Sri Sankara School of Management and Comp. Science

- Srimad Andavan Arts and Science College
- Srimad Andavan Sanskrit College
- St. Josephs College
- SRM College of Science & Humanities
- Tranquebar Bishop Manickam Lutheran (T.B.M.L) College
- Urumu Dhanalakshmi College

Management Colleges

- M.A.M "B" SCHOOL (MAMBS)
- Bharathidasan Institute of Management(BIM)
- Bharathidasan University, Trichy
- Anna University, Trichy
- Bishop Heber College
- DoMS, NIT, TRICHY
- Hallmark Business School - Standalone B-School
- Jamal Institute of Management
- JJ College of Engg & Technology
- Oxford Engineering College
- Pavendar Bharathidasan College of Engineering and Technology
- Pavendar Bharathidasan College of Arts and Science
- St.Joseph’s Institute of Management
- Saranathan College

Polytechnic Colleges

- Pavendar Bharathidasan Polytechnic College
- M.A.M Polytechnic College
- Dhanalakshmi Srinivasan Polytechnic College, Perambalur
- Government Polytechnic College

- Infant Jesus Polytechnic College
- Lalgudi Co-operative Polytechnic College
- M.I.E.T. Polytechnic College
- N. Ramasamy Iyer Memorial Polytechnic College. trichy
- Sri Adhisankarar Polytechnic College
- Seshasayee Institute of Technology
- Shivani Polytechnic College (Formerly JJ Polytechnic)
- Trichi Selvam's women Polytechnic College
- Thanthai Roever Institute of Polytechnic College, Perambalur.
- Periyar Centenary Polytechnic College, Vallam, Thanjavur district

Medicine Colleges

- K.A.P.V. Govt. Medical College
- Chennai Medical College Hospital and Research Centre (CMCHRC)

Dental Colleges

- Rajas dental college (Sofia dental college)

Nursing Colleges

- Child Jesus College of Nursing
- Dr.G.Sakunthala College of Nursing
- Dhanalakshmi Srinivasan College of Nursing, Perambalaur
- Indira College of Nursing
- Nehru College of Nursing
- Sardar Rajas College of Nursing
- Servite College of Nursing
- Thanthai Roever College of Nursing, Perumbalur

- Periyar College of Nursing

Pharmacy Colleges

- Periyar College of Pharmaceutical Sciences for Girls
- Trichy college of Pharmacy
- GVN Institute of Paramedical Sciences
- Periyar Maniyammai Paramedical College

Physiotherapy Colleges

- Thanthai Roever College of Physiotherapy , Perambalur
- Kamalam Viswanathan College of Physiotherapy, Trichy.
- Government College of Physiotherapy (GCP)

Ophthalmology Colleges

- St. Joseph's Institute of Ophthalmology

Agriculture College

- Anbil Dharmalingam Agricultural College and Research Institute
- Agricultural Engineering College and Research Institute

Hotel Management Colleges

- Arasan Institute of Hotel Management and Catering Technology
- Jenneys Academy
- Sree Balaji Institute of Hotel Management and Catering
- SRM Institute of Hotel Management
- Sri Adhisankarar Institute of Hotel Management and Catering Technology

- State Institute of Hotel Management and Catering Technology
- V.J.P. College of Catering and Hotel Management

College of Legal Studies

- The Government Law College, Tiruchirappalli, founded in 1979.

India has a human development index calculated as 0.619, while the corresponding figure for Tamil Nadu is 0.736, placing it among the top states in the country. The life expectancy at birth for males is 65.2 years and for females it is 67.6 years. However, it has a number of challenges; significantly, the poverty is high, especially in the rural areas. As of 2004-2005, the poverty line was set at Rs. 351.86/month for rural areas and Rs. 547.42/month for urban areas.

Poverty in the state dropped from 51.7% in 1983 to 21.1% in 2001. For the period 2004-2005, the Trend in Incidence of Poverty in the state was 22.5% compared with the national figure of 27.5%. The World Bank is currently assisting the state in reducing poverty. High drop-out and low completion of secondary schools continue to hinder the quality of training in the population. Other problems include class, gender, inter-district and urban-rural disparities. Based on URP - Consumption for the period 2004 - 2005, percentage of the state's population Below Poverty Line was 27.5%.

Culture

Tamil Nadu has a long tradition of venerable culture. Tamil Nadu is known for its rich tradition of literature, music and dance which continue to flourish even today. Unique cultural features like

Bharatanatyam (dance), Tanjore painting, and Tamil architecture were developed and continue to be practised in Tamil Nadu.

Language and literature

Tamil is the only official language of Tamil Nadu. English is also in common usage as an official language of India. When India adopted national standards Tamil was the very first language to be recognized as a classical language of India.

Most early Tamil literary works are in verse form, with prose not becoming more common until later periods. Throughout its history, Tamil literature has sought to inform and inspire, educate and entertain. Tamil poetry has universal appeal as evidenced by many examples. **Tirukkural**, which was written nearly two millennia ago portrays a universal outlook. This is evident as the author, Tiruvalluvar, does not mention his religion, land, or the audience for his work. He is often portrayed as a holy saint of Tamil Nadu today.

The first Tamil printing press was established at Tarangambadi by the Danish missionaries. During the Indian freedom struggle, many Tamil poets and writers sought to provoke national spirit, social equity and secularist thoughts among the common man, notably Subramanya Bharathy and Bharathidasan. Even today, Tamil Nadu is home to creative writers like Vairamuthu, Jayakanthan, and Indira Parthasarathy.

Economy

Tamil Nadu's gross state domestic product for 2007 is estimated at 275,000 crores (70 billion USD) in current prices. The state experienced a GDP growth rate of 12.1% for this period. It was the third

largest economy (2007–2008) among all states in India, and also the most industrialised state in India. It ranks third in foreign direct investment (FDI) approvals (cumulative 1991-2002) of Rs.225,826 million ($5,000 million), next only to Maharashtra and Delhi constituting 9.12% of the total FDI in the country. The per capita income in 2007 - 2008 for the state was Rs.43,000 ranking second among the South Indian states and steadily been above the national average.

According to the 2001 Census, Tamil Nadu has the highest level of urbanisation (43.86%) in India, accounting for 6% of India's total population and 9.6% of the urban population. and is the most urbanized state in India. Services contribute to 45% of the economic activity in the state, followed by manufacturing at 34% and agriculture at 21%. Government is the major investor in the state with 51% of total investments, followed by private Indian investors at 29.9% and foreign private investors at 14.9%. Tamil Nadu has a network of about 110 industrial parks and estates offering developed plots with supporting infrastructure.

Gross State Domestic Product in Rs. Crores and Current Prices

Year	GSDP	Change	Share of India
1994 - 95	68,666	▲19.32%	▲7.49%
1996 - 97	89,237	▲29.96%	▼7.18%
1998 - 99	118,209	▲32.47%	▲7.40%
2000 - 01	141,100	▲19.36%	▼7.33%
2002 - 03	155,099	▲09.92%	▼6.85%
2004 - 05	188,921	▲21.81%	▼6.61%

Agriculture

Tamil Nadu has historically been an agricultural state and is a leading producer of agricultural products in India. In 2008, Tamil Nadu was India's fifth biggest producer of Rice.

The Cauvery delta region of the composite Thanjavur district is known as the Rice Bowl of South India. In terms of production, Tamil Nadu accounts for 10% in fruits and 6% in vegetables, in India. Mango and Banana are the leading fruit crops in Tamil Nadu accounting for over 87% of the total fruit production. The main vegetables grown are tapioca, tomato, onion, brinjal and drumstick. Tamil Nadu is also a leading state in the production of flowers with the total production of horticultural crops standing at Rs. 99.47 Lakhs during 2003-04. The main flowers grown in Tamil Nadu are Jasmine, Mullai, Chrysanthemum, Marigold and Rose.

The state is the largest producer of bananas, flowers, tapioca, the second largest producer of mango, natural rubber, coconut, groundnut and the third largest producer of coffee, sapota, Tea and Sugarcane. Tamil Nadu's sugarcane yield per hectare is the highest in India. The state has 17,000 hectares of land under oil palm cultivation, the second highest in India. Tamil Nadu is the home to Dr M.S. Swaminathan, known as the "father of the Green Revolution" in India. Tamil Nadu Agricultural University with its seven colleges and thirty two research stations spread over the entire state contributes to evolving new crop varieties and technologies and disseminating through various extension agencies.

Among states in India, Tamil Nadu is one of the leaders in livestock, poultry and fishery production. Tamil Nadu had the second largest number of poultry amongst all the states and accounted for 17.7% of the total poultry population in India. In 2003 - 2004, Tamil Nadu had produced 37,836 lakhs of eggs, which was the second highest in India representing 9.37% of the total egg production in the country. With the third longest coastline in India, Tamil Nadu represented 27.54% of the total value of fish and fishery products exported by India in 2006.

Infrastructure

Tamil Nadu has a well established transportation system that connects all parts of the state. This is partly responsible for the investment growth in the state. Tamil Nadu is served by an extensive road network, providing links between urban centres, agricultural market-places and rural areas. There are 24 national highways in the state, covering a total distance of 2,002 km (1,244 mi). The state is also a terminus for the Golden Quadrilateral project. The state has a total road length of 167,000 km (103,769 mi), of which 60,628 km (37,672 mi) are maintained by Highways Department. This is nearly 2.5 times higher than the density of all-India road network.

Tamil Nadu has a well developed rail network as part of Southern Railway. Headquartered at Chennai, the Southern Railway network extends over a large area of India's Southern Peninsula, covering the states of Tamil Nadu, Kerala, Pondicherry, a small portion of Karnataka and a small portion of Andhra Pradesh. Tamil Nadu has a total railway track length of 5,952 km (3,698 mi) and there are 532 railway stations in the state. The system connects it with most major cities in India. Main

rail junctions in the state include Chennai, Erode, Coimbatore, Tirunelveli, Madurai, Tiruchirappalli (Trichy) and Salem. Chennai has a well-established suburban railway network and is in the process of developing a metro.

Tamil Nadu has a major international airport, Chennai International Airport, which is connected with 19 countries with more than 169 direct flights every week. This is currently the third largest airport in India after Mumbai and Delhi and has a passenger growth of 18%. Other international airports present in the state are Coimbatore International Airport and Tiruchirappalli International Airport. Madurai Airport, Salem Airport and Tuticorin Airport are domestic airports which connect their respective cities to other parts of the country. Increased industrial activity has given rise to an increase in passenger traffic as well as freight movement which has been growing at over 18 per cent per year.

Tamil Nadu has three major seaports at Chennai, Ennore and Tuticorin, as well as one intermediate port, at Nagapattinam. Chennai Port is an artificial harbour situated on the Coromandel Coast in South-East India and it is the second principal port in the country for handling containers. Ennore Port handles all the coal and ore traffic in Tamil Nadu. The volume of cargo in the ports grew by 13 per cent during 2005.

As of 2005, Tamil Nadu is one of the few Indian states with surplus Electricity generation capacity, enabling the electrical authority to sell it to neighbouring states of Andra Pradesh & Karnataka. The Kalpakkam Nuclear Power Plant, Ennore Thermal Plant, Neyveli Lignite Power Plant, many hydroelectric plants including Mettur and the

Narimanam Natural Gas Plants are major sources of Tamil Nadu's electricity. It is presently adding the Koodankulam Nuclear Power Plant to its energy grid, which on completion would be the largest atomic power plant in the country, in terms of capacity.

Tamil Nadu sources a significant proportion of its power needs from renewable sources with wind power installed capacity at over 3600 MW or over 40% of the maximum peak demand. Tamil Nadu ranks first nationwide in diesel-based thermal electricity generation with a national market share of over 34%. 55% of all wind-generated electricity in India is created by windmills in Tamil Nadu. Renowned Danish wind power company NEG Micon has established its manufacturing unit in Chennai.

The next chapter explains the analysis and interpretation of the parameters framed and the dimensions of each parameter such as Personal Information, Workplace conditions, Compensation, Infrastructure, Professional Development and Overall job satisfaction among the teaching faculty of self financing Arts and Science colleges affiliated to Bharathidasan University, Tiruchirappalli.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

This section deals with descriptive and statistical analysis of the primary data collected from the teaching faculty of selected self financing Arts and Science Colleges affiliated to Bharathidasan University. The hypotheses framed by the researcher are tested with the help of statistical tools and results are interpreted. Five points scale have been used in the analysis with the following options;

SA- Strongly agree   A- Agree   NAND – Neither agree nor disagree   DA – Disagree   SD – Strongly Disagree

THE SOCIO ECONOMIC BACKGROUND OF THE RESPONDENTS

This section provides useful insight into the socio economic condition of the respondents and their job satisfaction level towards the dimension.

Table 4.1

Gender wise classification of the respondents

S.No	Gender	No of the respondents (N=400)	Percentage (100)
1	Male	227	56.75
2	Female	173	43.25

Source: Primary Data

The above table shows that 227 respondents are men which constitutes 56.75%, whereas, 173 respondents are women constituting 43.25%.

It is observed that men are found to be working at the highest percentage in the Self financing Arts and Science Colleges than women. Because male respondents are highly motivated towards the flexible working times and immediate employment opportunities. Further it offers better social recognition than any other professions.

Chart 4.1a

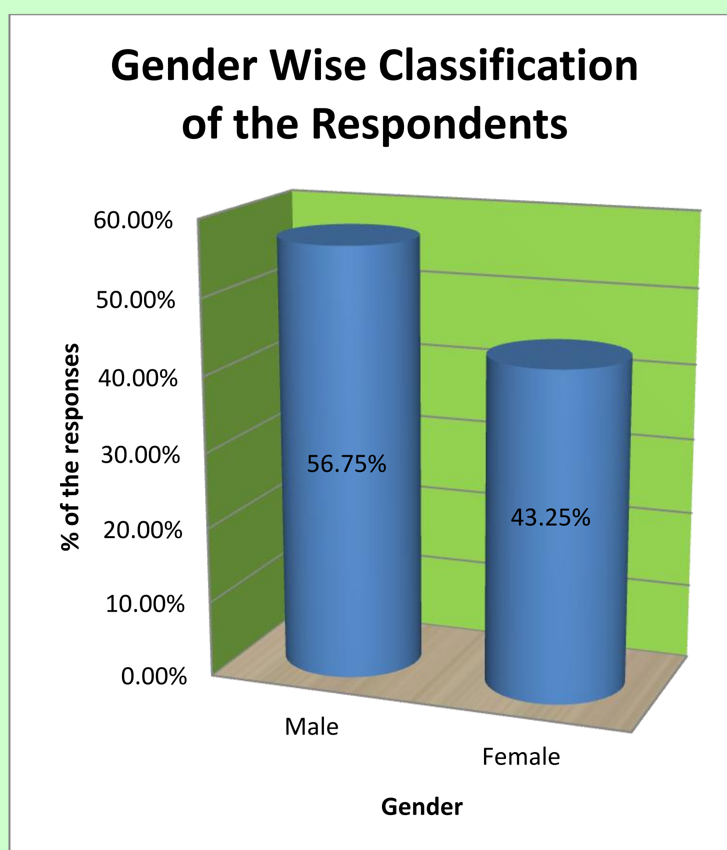

Gender Wise Classification of the Respondents
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
% of the responses
56.75%
43.25%
Male
Female
Gender

Table 4.2

Age wise classification of the respondents

S.No	Age Group	No of the respondents (N=400)	Percentage (100)
1	Below 30yrs	123	30.75
2	31 to 35yrs	130	32.50
3	36 to 40yrs	62	15.50
4	41 to 45yrs	64	16
5	46yrs & above	21	5.25

Source: Primary Data

The above table shows that 130 respondents are in the age group of 31 to 35 years constituting 32.50%.And 30.75 % of the respondents belong to the age group of below 30 years. 16% of the respondents belong to 41 to 45 years. 15.50% of them belong to 36 to 40 years and the lowest 5.25% of them belong to 46 years and above.

It is clear that 63.25% of the respondents lie in the age group of below 35 years. And the age group of above 36 years is showing decreasing trend.

Thus it is inferred that teachers in the self financing colleges who are above the age of 35, easily move for other colleges for higher post and government vacancies. It is understood that self financing Arts and Science colleges provide wide opportunities for young teachers who are below 35 years.

CHART 4.2a

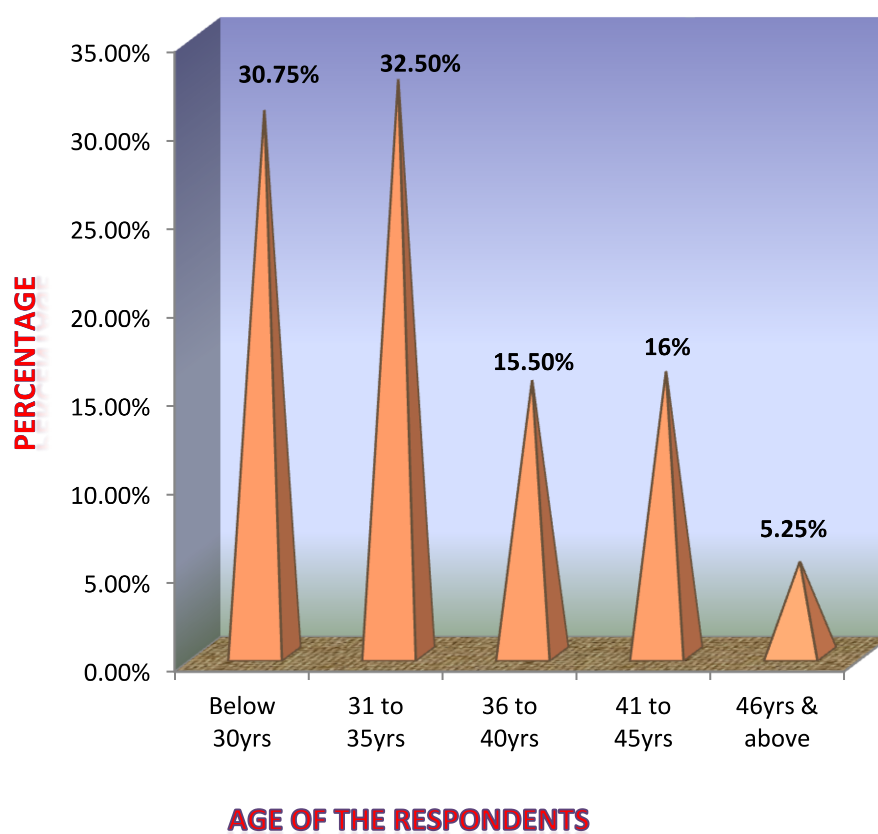

AGE WISE CLASSIFICATION OF THE RESPONDENTS
PERCENTAGE
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
30.75%
32.50%
15.50%
16%
5.25%
Below 30yrs
31 to 35yrs
36 to 40yrs
41 to 45yrs
46yrs & above
AGE OF THE RESPONDENTS

Table 4.3

Marital status of the respondents

S.No	Marital Status	No of the respondents (N=400)	Percentage (100)
1	Married	232	58
2	Unmarried	168	42

Source: Primary Data

The above table reveals that 232 respondents are married constituting 58%. There are 42 % of the respondents who are unmarried.

Therefore, it could be inferred that the majority of the respondents 58% are married.

Chart 4.3.a

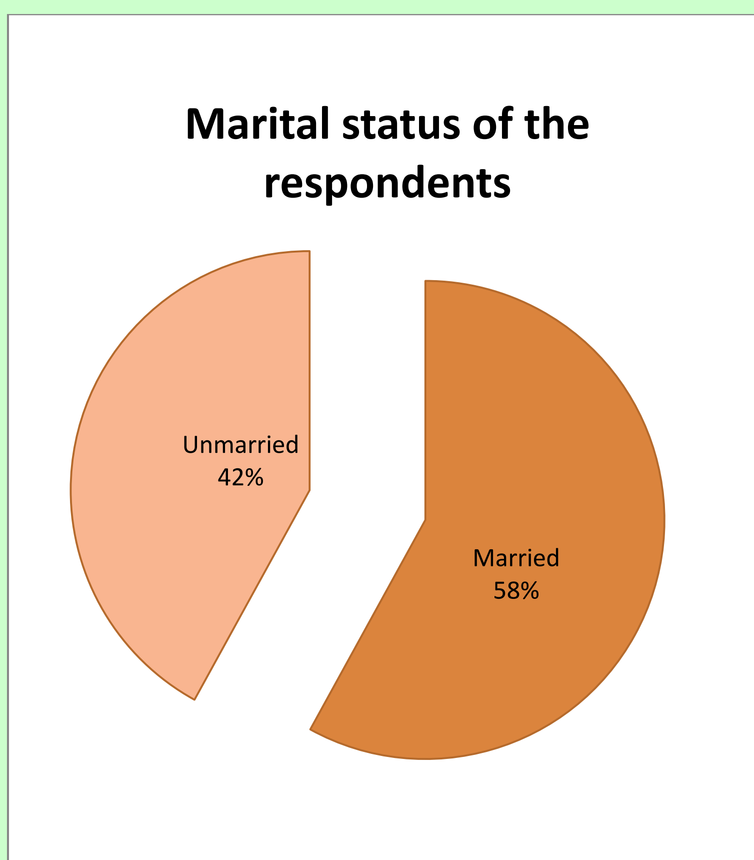


Table 4.4

Educational qualifications of the respondents

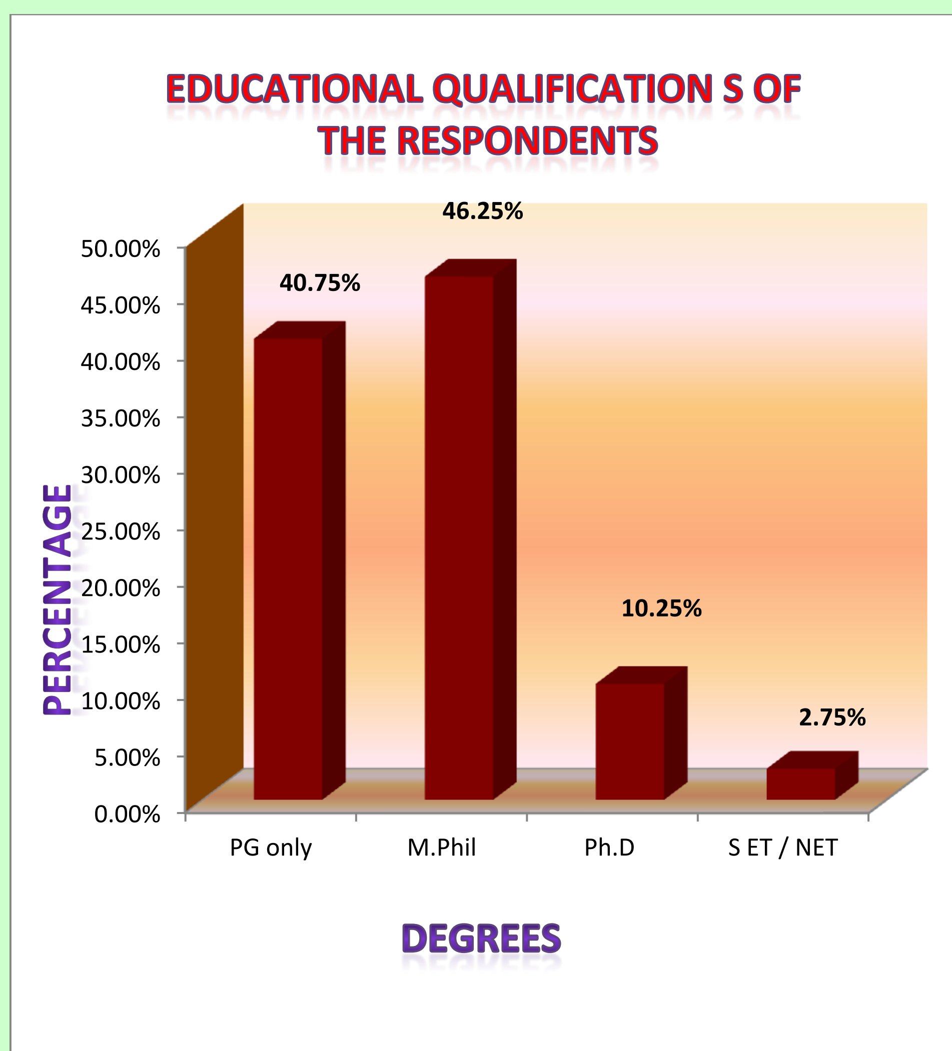
S.No	Educational Qualification	No of the respondents (N=400)	Percentage (100)
1	PG only	163	40.75
2	M.Phil	185	46.25
3	Ph.D	41	10.25
4	NET/S ET	11	2.75

Source: Primary Data

The above table indicates that 46.25 % of the respondents have completed both PG degree and Master of Philosophy courses; 40.75% of the respondents are PG degree holders; 10.25 % of the respondents have Doctorate degree and 2.75 % of the respondents have qualified themselves with NET / SET examinations.

It is observed that 46.25% teachers who are holding PG with M.Phil degree are easily admitted in the self financing Arts and Science colleges.

Chart 4.4a



EDUCATIONAL QUALIFICATION S OF THE RESPONDENTS
PERCENTAGE
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
40.75%
46.25%
10.25%
2.75%
PG only
M.Phil
Ph.D
S ET / NET
DEGREES

Table 4.5

Experience wise classification of the respondents

S.No	Experience	No of the respondents (N=400)	Percentage (100)
1	Below 2yrs	176	44
2	3 to 4yrs	108	27
3	5 to 6yrs	73	18.25
4	7 yrs & above	43	10.75

Source: Primary Data

The above table replicates that 44% of respondents have got work experience of less than 2years, followed by 27% of them belonging to 3 to 4 years, 18.25 % of them belonging to 5 to 6 years of experience and 10.75% of them belonging to 7 years & above category.

Thus, it is very much clear that the highest (44 %) of the respondents are with less than 2 years of experience, and the lowest percentage of the respondents (10.75%) with the experience of 7years and above.

Therefore, it is observed that teachers of self financing colleges leave the job from one college to another college owing to poor salary structure, no salary increment and threatening by the Administrators / Management not to do any higher studies further.

Chart 4. 5a

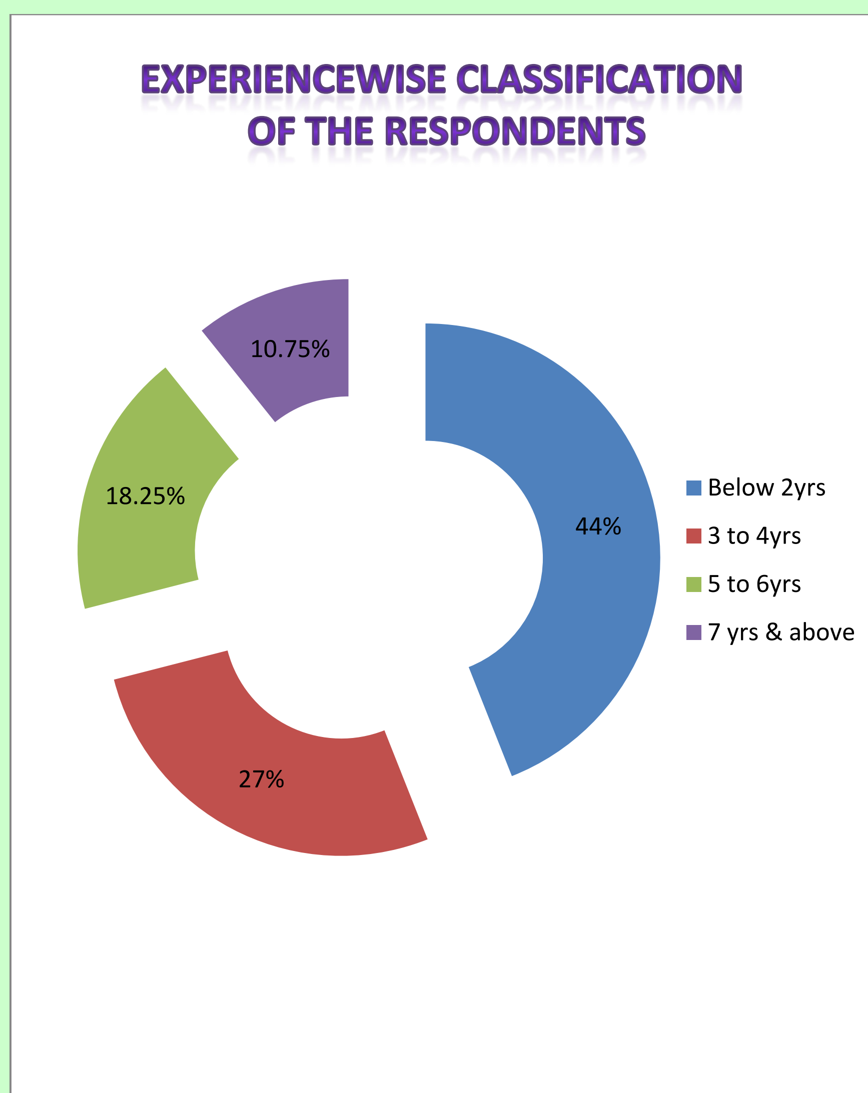

EXPERIENCEWISE CLASSIFICATION OF THE RESPONDENTS
10.75%
18.25%
44%
27%
Below 2yrs
3 to 4yrs
5 to 6yrs
7 yrs & above

Table 4.6

Course/ Branch wise classification of the respondents

S.No	Course	No of the respondents (N=400)	Percentage (100)
1	Arts	219	54.75
2	Science	181	45.25

Source: Primary Data

The above table discloses that 219 respondents belong to Arts Category which constitutes 54.75% and 181 respondents belong to science constituting 45.25%.

Chart 4.6a

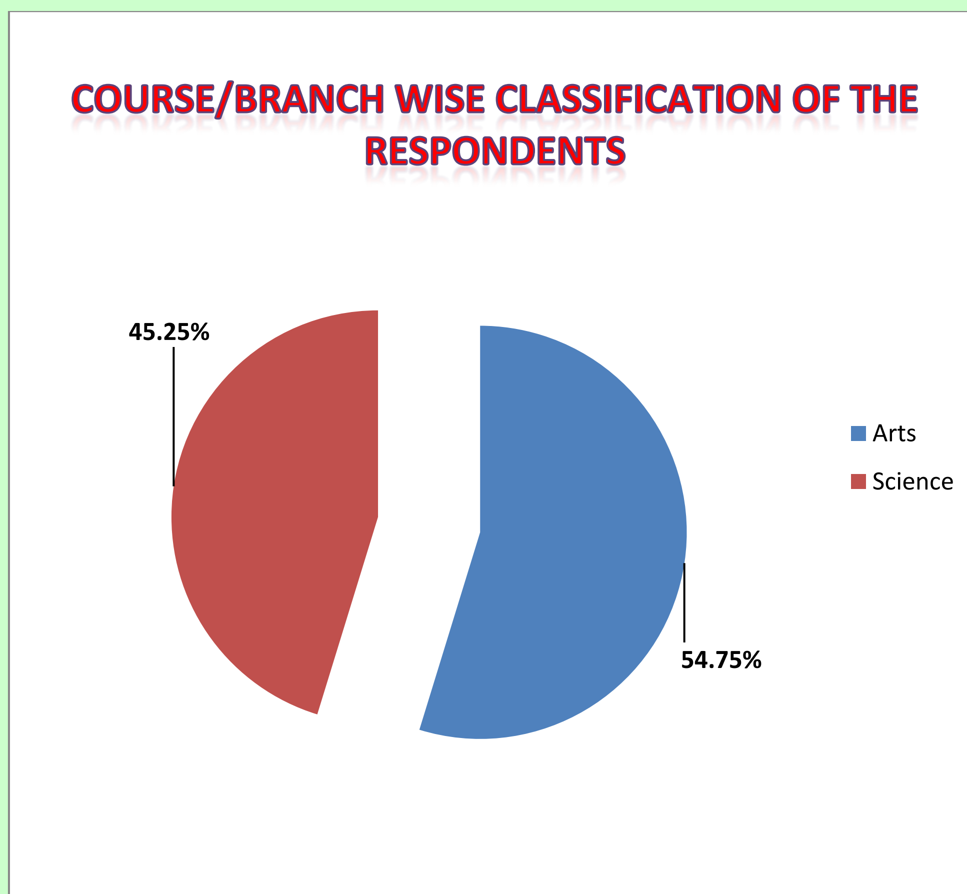

COURSE/BRANCH WISE CLASSIFICATION OF THE RESPONDENTS
45.25%
54.75%
Arts
Science

Table 4.7

Discipline / Department wise classification of the Respondents

S.No	Courses	Department	No of the respondents (N=400)	Percentage (100)
1	Science	Bio-technology	26	6.5
2		Comp science	76	19
3		Mathematics	45	11.25
4		Industrial Electronics	8	2
5		Physics	26	6.5
6	Arts	Tamil	39	9.75
7		English	53	13.25
8		Commerce	88	22
9		Economics	17	4.25
10		Management	22	5.5

Source: Primary Data

The above table reveals that the core subjects are taught by the respondents among whom 22% of the respondents belong to the Commerce department and 19% of them belong to computer Science, 13.25% of them belong to English, 9.75% of them belong to Tamil, 11.25% of them belong to Mathematics, 6.5% of them belong to Bio-Technology, 5.5% of them belong to Management, 2% of them belong to Industrial Electronics, 6.5% of the them belong to Physics and 4.25% of them belong to Economics department.

Chart 4.7a

Discipline / Department wise classification of the Respondents

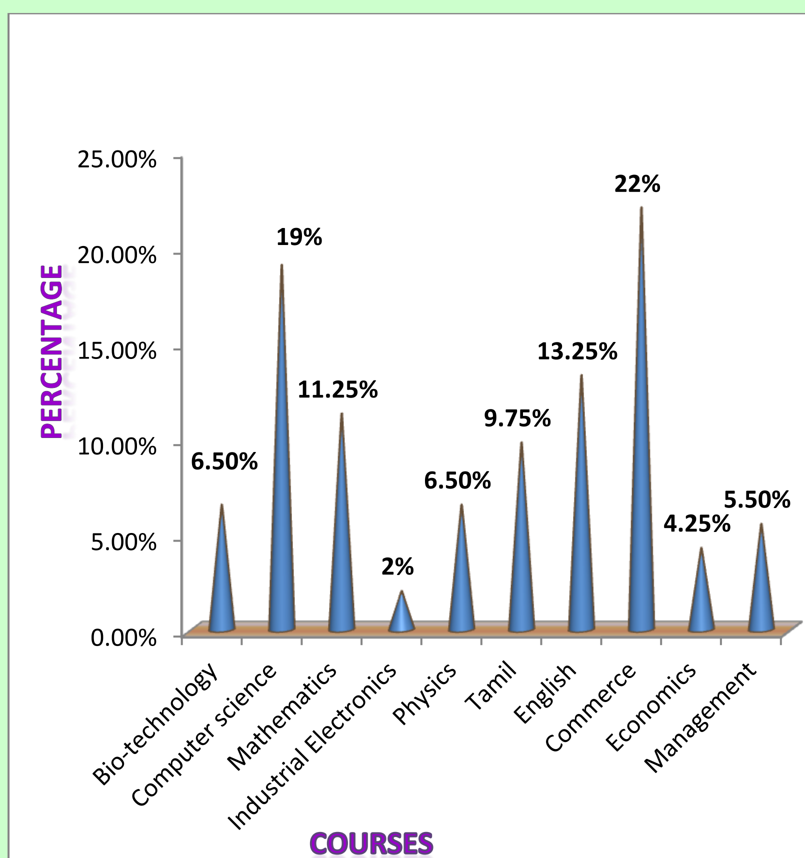


Table 4.8

Income wise classification of the respondents

S.No	Income Group	No of the respondents (N=400)	Percentage (100)
1	Below Rs.6000	224	56
2	Rs.6001 to Rs.8000	111	27.75
3	Rs.8001 to Rs.10000	36	9
4	Rs.10001 & above	29	7.25

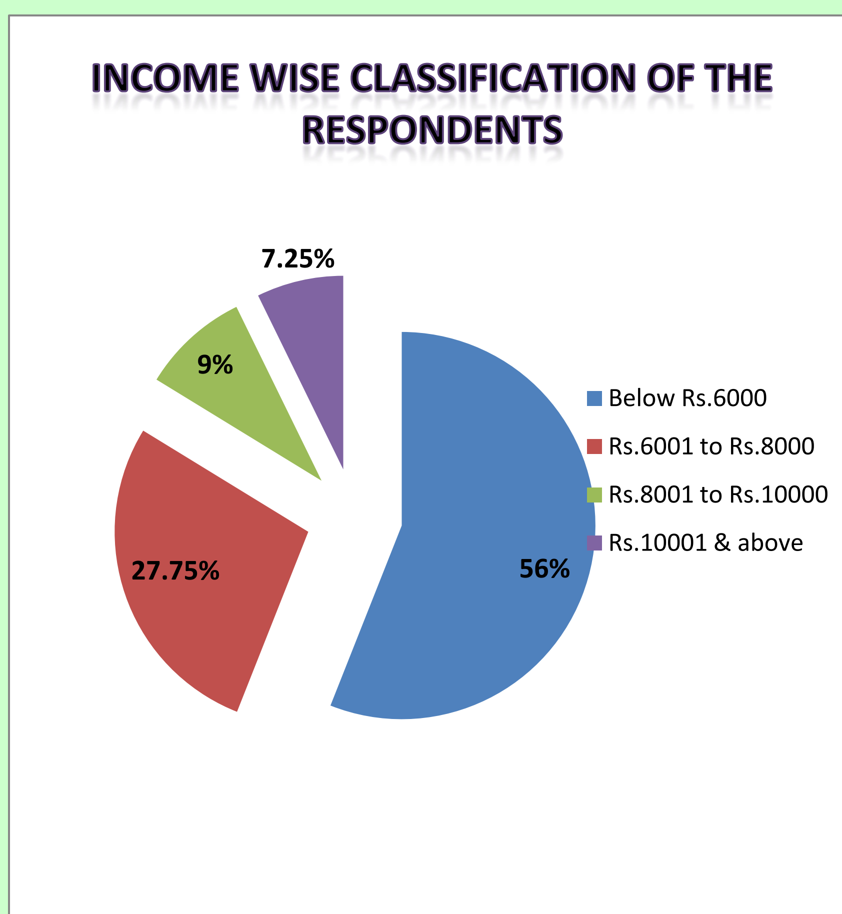
Source: Primary Data

The above table indicates that 56% of the respondents are earning a monthly income of less than Rs.6000. There are 27.75% of the respondents earning a monthly income between Rs.6001 and Rs.8000, and only 7.25% of the respondents are earning above Rs.10001.

It is obvious that the very lowest percentage (7.25%) of the respondents is earning a monthly income above Rs.10001. The highest percentage (56%) of the respondents is earning a monthly income of less than Rs.6000.

Therefore it is observed that the compensation paid by self financing Arts and Science colleges to their employees is below Rs.6000. Their income is found to be just sufficient to bread and butter, which happens to be the minimum comfort today.

Chart 4.8a


INCOME WISE CLASSIFICATION OF THE RESPONDENTS
7.25%
9%
27.75%
56%
Below Rs.6000
Rs.6001 to Rs.8000
Rs.8001 to Rs.10000
Rs.10001 & above

CROSS TABULATION ON VARIOUS DIMENSIONS OF JOB SATISFACTION

Table 4.9

Cross tabulation for Gender and Various dimensions of job satisfaction

S.No	Gender	N	Various Dimensions of job satisfaction							
			Workplace Conditions		Compensation		Infrastructure		Professional Development	
			High	Low	High	Low	High	Low	High	Low
1	Male	227	98 (43.2)	129 (56.8)	118 (52)	109 (48)	102 (44.9)	125 (55.1)	99 (43.6)	128 (56.4)
	Female	173	94 (54.3)	79 (45.7)	59 (34.1)	114 (65.9)	67 (38.7)	106 (61.3)	100 (57.8)	73 (42.2)

Sources: Primary data

Workplace conditions:

The highest (56.8%) percentage of the male respondents is the least satisfied towards the workplace conditions and the remaining 43.2% of the respondents are highly satisfied with workplace conditions, whereas the highest (54.3%) percentage of the female respondents are highly satisfied and 45.7% of the respondents have low satisfaction.

Compensation:

The highest (52%) percentages of the male respondents are highly satisfied and 48% have low satisfaction. Similarly, 65.9% of the female teaching faculty have low satisfaction and the remaining 34.1% of the faculty highly are satisfied with the compensation.

Infrastructure:

Of all, 55.1% of the male respondents are little satisfied and 44.9% of the them are highly satisfied.61.3% of the female respondents have low satisfaction and 38.7% of them have high satisfaction towards the infrastructure.

Professional Development:

Among the total respondents, 56.4% of the male respondents have low satisfaction and 43.6% of the respondents have high satisfaction and 42.2% of the female respondents have low satisfaction and 57.8% of the respondents have high satisfaction towards professional development.

Table 4.10

Cross tabulation between the age and various dimensions of job satisfaction

S.No	Age	N	Various Dimensions of job satisfaction							
			Workplace Conditions		Compensation		Infrastructure		Professional Development	
			High	Low	High	Low	High	Low	High	Low
1	Below 30yrs	123	80 (65)	43 (35)	63 (51.2)	60 (48.8)	62 (50.4)	61 (49.6)	72 (58.5)	51 (41.5)
2	31 to 35yrs	130	55 (42.3)	75 (57.7)	54 (41.5)	76 (58.5)	48 (36.9)	82 (63.1)	71 (54.6)	59 (45.4)
3	36 to 40yrs	62	23 (37.1)	39 (62.9)	30 (48.4)	32 (51.6)	30 (48.4)	32 (51.6)	26 (41.9)	36 (58.1)
4	41 to 45yrs	64	29 (45.3)	35 (54.7)	27 (42.2)	37 (57.8)	24 (37.5)	40 (62.5)	23 (35.9)	41 (64.1)
5	46yrs & above	21	5 (23.8)	16 (76.2)	3 (14.3)	18 (85.7)	5 (23.8)	16 (76.2)	7 (33.3)	14 (66.7)

Sources: Primary Data

The above tables indicate that the highest 65% percentage of the respondents belong to the age category of below 30 years, and have high satisfaction towards Workplace conditions. And the (54.6%) respondents who are in the age group 31 years to 35 years are highly satisfied towards the professional development. (48.4%) of the respondents who are in the age group between 36 and 40 years, are highly satisfied with the compensation and infrastructure. (45.3%) of the respondents in the age group of between 41 and 45 years are highly satisfied with the Workplace conditions and (33.3%) of the respondents in the age group of 46 years and above are satisfied with the professional developments

Table 4.11

Cross tabulation between the marital status and various dimensions of job satisfaction

S.No	Marital	N	Various Dimensions of job satisfaction							
			Workplace Conditions		Compensation		Infrastructure		Professional Development	
			High	Low	High	Low	High	Low	High	Low
1	Married	232	89 (38.4)	143 (61.6)	121 (52.2)	111 (47.8)	83 (35.8)	149 (64.2)	105 (45.3)	127 (54.7)
2	Unmarried	168	103 (61.3)	65 (38.7)	56 (33.3)	112 (66.7)	86 (51.2)	82 (48.8)	94 (56)	74 (44)

Source: Primary Data

The above table indicates that 61.6 % of the married respondents have low satisfaction towards the Workplace conditions. 52.2% of the respondents showed high satisfaction towards compensation. 64.2% of the respondents were in low level of satisfaction towards infrastructure. And 54.7% of the respondents were in low level of satisfaction towards professional development.

With regard to the unmarried respondents, 61.3% were in high level of satisfaction towards Workplace conditions; 66.7% of the respondents were at low satisfaction towards compensation; 51.2% of the respondents were highly satisfied with the infrastructure and 56% of the respondents were in high level of satisfaction towards the professional development.

Table – 4.12

Cross tabulation for the educational qualification of the respondents and their various dimensions of job satisfaction

S.No	Education	N	Various Dimensions of job satisfaction							
			Workplace Conditions		Compensation		Infrastructure		Professional Development	
			High	Low	High	Low	High	Low	High	Low
1	PG	163	81 (49.7)	82 (50.3)	88 (54)	75 (46)	57 (35)	106 (65)	79 (48.5)	84 (51.5)
2	M.Phil	185	86 (46.5)	99 (53.5)	76 (41.1)	109 (58.9)	105 (56.8)	80 (43.2)	98 (53)	87 (47)
3	Ph.D	41	17 (41.5)	24 (58.5)	6 (14.6)	35 (85.4)	3 (7.3)	38 (92.7)	14 (34.1)	27 (65.9)
4	SET / NET	11	8 (72.7)	3 (27.3)	7 (63.6)	4 (36.4)	4 (36.4)	7 (63.6)	8 (72.7)	3 (27.3)

Sources: Primary Data

The above table represents the influence of educational qualification towards the various dimensions of the job satisfaction of the teaching faculty. The respondents having PG degree only are satisfied in high level with the compensation which constitutes 54%. 56.8% of the respondents having PG with M.Phil were in high level of satisfaction towards the infrastructure facilities. 41.5% of the respondents having Ph.D as the highest qualification were in high level of satisfaction towards the Workplace conditions.72.7% of the respondents having SET/NET qualification were in high level of satisfaction towards the Workplace conditions and professional development.

JOB SATISFACTION AND WORKPLACE CONDITIONS

This section provides valuable information about the job satisfaction of the teaching faculty towards the Workplace conditions. It means that there are six variable in this parameter which explains the nature of the management, participation and freedom in decision making, discharges of routine work, Inter-personal relationship, parental care and parent support and students attitude and involvement.

Table 4.13

Satisfactory level of the respondents towards nature of the management

S.No	Nature of the Management	SA	A	NAND	DA	SD
1	The management is supportive and encouraging	115 (28.75%)	77 (19.25%)	83 (20.75%)	36 (9%)	89 (22.25%)
2	The administrators clearly define the college policy	44 (11%)	84 (21)	63 (15.75%)	96 (24%)	113 (28.25%)
3	Access to management is good and easy	38 (9.50%)	69 (17.25%)	137 (34.25%)	47 (11.75%)	109 (27.25%)
4	The style of the management is good	41 (10.25%)	41 (10.25%)	119 (29.75%)	120 (30%)	79 (19.75%)
5	There is a good treatment	38 (9.50%)	69 (17.25%)	137 (34.25%)	47 (11.75%)	109 (27.25%)

Source: Primary Data

The table describes the respondents' opinion towards the nature of the management. There are five positive statements raised by the researcher. The following are the responses of the respondents.

Nature of the Management

a. **The Management is supportive and encouraging**: Out of the total respondents, 28.75% of the respondents strongly agreed that the management is supportive and encouraging the teaching faculty. Another 19.25% of the respondents agreed with the statement. The highest 48% of the respondents agreed with the statement. It is very much clear that the management is supportive and encouraging academic endeavours.

b. **The administrators clearly define the college policies**: Among the total respondents, 28.25% of the respondents strongly disagree, followed by 24 % of the respondents who disagree that the administrators clearly define the college policies. Only 11% of the respondents strongly agree with the statement.

c. **Access to the management is good and easy**: The highest percentages of the respondents (27.25%) strongly disagree and another 11.75% disagree that the access to the management is good and easy. Only 9.50% of the respondents strongly agree with the statement. Therefore, it is understood that the present management is flexible and easily accessible to the staff members.

d. **The style of the management is good:** The highest percentage of the respondents (30%) disagree, followed by 19.75 % who strongly disagree that the style of the management is good. Only 10.25 % of the respondents strongly agree and agree respectively. Therefore the

existing style of the management is good and making it interesting to fulfil academic ventures.

e. **There is a good treatment:** Out of the total, 27.25% of the respondents strongly disagree and 11.75% of the respondents disagree that there is a good treatment from the management of the self Financing Arts and Science colleges.

Table 4.14

Satisfactory level of the respondents towards the participation and freedom in decision making

S. No	Freedom in decision making	SA	A	NAND	DA	SD
1	There is freedom in decision making	36 (9%)	37 (9.25%)	112 (28%)	113 (28.25%)	102 (25.50%)
2	Role of teaching faculty in decision making is good	61 (15.25%)	102 (25.50%)	128 (32%)	73 (18.25%)	36 (9%)
3	Suggestion are considered and encouraged	55 (13.75%)	127 (31.75%)	84 (21%)	65 (16.25%)	69 (17.25%)
4	There is a delegation and decentralization of work	17 (4.25%)	92 (23%)	101 (25.25%)	105 (26.25%)	85 (21.25%)
5	My superior encourages new ideas at all level	34 (8.50%)	102 (25.50%)	113 (28.25%)	70 (17.50%)	81 (20.25%)

Source: Primary Data

The above table describes the participation and the freedom in decision making opportunity of the self financing colleges teaching faculty.

a) **There is freedom in decision making:** 28.25% of the respondents disagree with the statement that there is freedom in decision making and 25.50% of the respondents strongly disagree. Only 9% of the respondents strongly agree with the statement, followed by 9.25% of the respondents who agree. Therefore it is very clear that staff members are not entertained in management’s decision making.

b) **Role of teaching faculty in decision making is good:** 15.25 % of the respondents strongly agree and 25.50% of the respondents agree with the statement that the role of teaching faculty in decision making is good. Only 9% of the respondents strongly disagree, followed by 18.25% who disagree with the statement.

c) **Suggestion are considered and encouraged:** For the statement “Suggestion are considered and encouraged”, 31.75% of the respondents agree which is the highest and 13.75% of the respondents strongly agree. Only 17.25% of the respondents strongly disagree. Therefore, it is understood that the suggestions given by the members of the staff are encouraged and considered by the management.

d) **There is a delegation and decentralization of work:** The highest percentage of the respondents (26.25%) disagree, followed by 21.25% of the respondents who strongly disagree with the statement that there is a delegation and decentralization of work. Only 4.25% of the

respondents strongly agree and 23% of the respondents agree with the statement.

e) **My superiors encourage new ideas at all levels:** Of the total respondents, 25.50% agree with the statement that the superiors encourage new ideas at all levels followed by 8.50% of the respondents who strongly agree and 20.25% of the respondents who strongly disagree with the statement.

Table 4.15

Satisfactory level of the respondents towards the discharge of routine Work

S.NO	Question	SA	A	NAND	DA	SD
1	Sufficient time is given for lesson plan preparation	24 (6%)	110 (27.50%)	153 (38.25%)	34 (8.50%)	79 (19.75%)
2	There is enough time for assignment and paper correction	74 (18.50%)	80 (20%)	114 (28.50%)	41 (10.25%)	91 (22.75%)
3	Allotment of workload is scientific	107 (26.75%)	131 (32.75%)	46 (11.50%)	17 (4.25%)	99 (24.75%)
4	There is enough time to complete the syllabus	22 (5.50%)	127 (31.75%)	135 (33.75%)	11 (2.75%)	105 (26.25%)
5	Work activities are relevant and meaningful	40 (10%)	93 (23.25%)	101 (25.25%)	47 (11.75%)	119 (29.75%)

Source: Primary Data

The above table reveals the job satisfaction level towards the discharge of the routine work

a) **Sufficient time is given for lesson plan preparation:** 27.50% of the respondents agree and 6% of the respondents strongly agree with the statement “Sufficient time is given for lesson plan preparation”.

b) **There is enough time for assignment and paper correction:** Among the total, 20% of the respondents agree, followed by 18.50% of the respondents who strongly agree with the statement and 22.75% of the respondents strongly disagree. Therefore, it is clear that majority of the respondents opine that there is enough time for assignment and paper correction.

c) **Allotment of workload is scientific:** The highest percentages of the respondents (32.75%) agree and 26.75% of the respondents strongly agree and 24.75% of the respondents strongly disagree with the above statement.

d) **There is enough time to complete the syllabus:** Of the total, 31.75% of the respondents agree and 5.50% of the respondents strongly agree that there is enough time to complete the syllabus.

e) **Work activities are relevant and meaningful:** 29.75% of the respondents strongly disagree; 11.75% of the respondents disagree; 23.25% of the respondents agree and 10% of them strongly agree with the statement that work activities are relevant and meaningful.

Table 4.16

Satisfactory level towards Inter personal relationship of the respondents

S.NO	Question	SA	A	NAND	DA	SD
1	There is healthy relationship with management	62 (15.50%)	103 (25.75%)	104 (26%)	29 (7.25%)	102 (25.50%)
2	Relationship with students is good	125 (31.25%)	76 (19%)	90 (22.50%)	86 (21.50%)	23 (5.75%)
3	Relationship with other department faculty is good	62 (15.50%)	86 (21.50%)	126 (31.50%)	48 (12%)	78 (19.50%)
4	There is good understanding among the faculty	17 (4.25%)	94 (23.50%)	107 (26.75%)	108 (27%)	74 (18.50%)
5	Cooperation and Coordination are good	22 (5.50%)	127 (31.75%)	135 (33.75%)	11 (2.75%)	105 (26.25%)

Source: Primary Data

The above table explains the satisfactory level towards interpersonal relationship of teaching faculty in the self financing Arts and Science colleges.

a. **There is healthy relationship with management:** Out of the total sample respondents,25.75% of the respondents agree and 15.50% of the respondents strongly agree with the statement that there is a healthy relationship with management;

b. **Relationship with students is good:** The highest percentages of the respondents (31.25%) strongly agree; 19% of the respondents agree and only 5.75% of the

respondents strongly disagree with the statement that relationship with the students is good. It is understood that good relationship is existing between faculty and students.

c. **Relationship with other department faculty is good:** Of the total, 21.50% of the respondents agree, followed by 15.50% who strongly agree with the statement that the relationship with other department faculty is good.

d. **There is good understanding among the faculty:** Among the total, 27% of the respondents disagree and 18.50% of the respondents strongly disagree with the statement that a good understanding is existing among faculty members.

e. **Cooperation and Coordination are good:** For the statement “Cooperation and coordination is good” 31.75% of the respondents agree, followed by 5.50% of them who strongly agree and 26.25% of the respondents strongly disagree with the statement. Therefore it is clear that cooperation and coordination exist among the self financing Arts and Science teaching faculty.

Table 4.17

Satisfactory level of the respondents towards parental care and parental support

S.NO	Question	SA	A	NAND	DA	SD
1	Giving counselling to the needy students	22 (5.50%)	127 (31.75%)	135 (33.75%)	11 (2.75%)	105 (26.25%)
2	The role of teachers towards the student is good	45 (11.25%)	92 (23%)	91 (22.75%)	65 (16.25%)	107 (26.75%)
3	Giving feedback is regular	68 (17%)	86 (21.50%)	109 (27.25%)	40 (10%)	97 (24.25%)
4	Role of parent towards the students is very much supportive	40 (10%)	76 (19%)	137 (34.25%)	69 (17.25%)	78 (19.50%)
5	There is regular mentoring	30 (7.50%)	155 (38.75%)	114 (28.50%)	17 (4.25%)	84 (21%)

Source: Primary Data

The above table indicates the parental care and parental support of the teaching faculty at self financing Arts and Science colleges.

a) **Giving counselling to the needy Students:** Out of the total sample respondents, 31.75% of the respondents agree and 5.50% of them strongly agree that majority of the teachers viewed that they are giving counselling to the needy students.

b) **The role of the teachers towards the student is good:** The highest (26.75%) percentage of the respondents strongly disagree with the statement that

the role of the teachers towards the students is good, followed by 16.25% who disagree.

c) **Giving feedback is regular:** Among the total respondents 21.50% of the respondents agree and 17% of the respondents strongly agree that majority of the respondents are satisfied that regular feedback is given to the students.

d) **Role of the parent towards the students is very much supportive**: Out of the total respondents, 19.50% of the respondents strongly disagree and 17.25% of them disagree with the statement. Perhaps teaching faculty are not satisfied with the role of the parents towards students.

e) **There is a regular mentoring**: The highest (38.75%) percentage of the respondents agrees and 7.50% strongly agree that regular mentoring system is existing in their colleges.

Table 4.18

Satisfactory level of the teaching faculty towards the Students' behaviour and involvement

S.NO	Question	SA	A	NAND	DA	SD
1	Students understand the expectation of the teachers	29 (7.25%)	102 (25.50%)	115 (28.75%)	44 (11%)	110 (27.50%)
2	Students respect and obey the teachers	126 (31.50%)	58 (14.50%)	95 (23.75%)	63 (15.75%)	58 (14.50%)
3	Students are interested in knowing new thing	36 (9%)	70 (17.50%)	99 (24.75%)	57 (14.25%)	138 (34.50%)
4	Students are more interactive	78 (19.50%)	104 (26%)	75 (18.75%)	23 (5.75%)	120 (30%)
5	Students clear their doubts spontaneously	6 (1.50%)	91 (22.75%)	102 (25.50%)	53 (13.25%)	148 (37%)

Source: Primary Data

1. **Students understand the expectation of the teachers:** out of the total respondents, 25.50% agree and 7.25 % strongly agree with the statement that students understand the expectation of the teachers.

2. **Students respect and obey the teachers:** The highest percentage (31.50%) of the respondents strongly agrees; 14.50 % of them agree and only 14.50% of the respondents strongly disagree that students respect and obey the teachers. Therefore it is clear that the students respect and obey their teachers.

3. **Students are interested in knowing new things:** For the statement "Students are interested in knowing the new things" 34.50% of the respondents strongly disagree; 17.50% agree, 14.25% disagree and only 9% of the respondents strongly agree with the above statement.

4. **Students are more interactive:** The highest (26%) percentage of the respondents agrees and 19.50% strongly agree that the students are more interactive with their teachers.

5. **Students clear their doubts spontaneously:** Out of the total respondents, 22.75% who are agree and 1.50% of the respondents strongly agree with the statement.

JOB SATISFACTION AND COMPENSATION

Table 4.19
Job satisfactory level of the teaching faculty towards salary

S.NO	Salary	SA	A	NAND	DA	SD
1	Salary is adequate	6 (1.50%)	100 (25%)	82 (20.50%)	59 (14.75%)	153 (38.25%)
2	There is annual increment	12 (3%)	69 (17.25%)	125 (31.25%)	35 (8.75%)	159 (39.75%)
3	Leave salary available	18 (4.50%)	75 (18.75%)	63 (15.75%)	101 (25.25%)	143 (35.75%)
4	Advance salary available	16 (4%)	87 (21.75%)	60 (15%)	56 (14%)	181 (45.25%)
5	Provision of provident funds	37 (9.25%)	59 (14.75%)	74 (18.50%)	70 (17.50%)	160 (40%)

Source: Primary Data

The table 4.19 describes the job satisfaction level of the teaching faculty towards the salary offered by the self financing Arts and Science colleges.

1. **Salary is adequate:** the highest percentages of the respondents (38.25%) strongly disagree; 14.75% of the respondents disagree and only 1.50% of the respondents strongly agree with the statement that salary is adequate. Therefore, it is clear that salary offered by the self financing Arts and Science colleges is not adequate.

2. **There is annual increment:** Out of the total sample respondents, 39.75% of the respondents strongly disagree, followed by 8.75% who disagree; 17.25% of respondents agree and only 3% strongly agree with the statement that there is annual increment.

3. **Leave salary is available:** Among the total respondents, 35.75% of the respondents strongly disagree, followed by 25.25% who disagree; 18.75% who agree and only 4.50% of the respondents strongly agree with the statement that "leave salary is available".

4. **Advance salary available:** The highest (45.25%) percentages of the respondents strongly disagree and 14% of the respondents disagree with the statement that advance salary is given to the staff members.

5. **Provision of provident funds:** Among the total, 40% of the respondents strongly disagree that there is a provision of provident fund facilities and 17.50 % of them disagree with the statement.

Table 4.20

Satisfactory level of the respondents towards allowance

S.NO	Allowance	SA	A	NAND	DA	SD
1	Conveyance allowance	6 (1.50%)	101 (25.25%)	83 (20.75%)	58 (14.50%)	152 (38%)
2	Medical Allowance	12 (3%)	69 (17.25%)	125 (31.25%)	35 (8.75%)	159 (39.75%)
3	Festival allowance	18 (4.50%)	75 (18.75%)	63 (15.75%)	101 (25.25%)	143 (35.75%)
4	House rent allowance	16 (4%)	87 (21.75%)	60 (15%)	56 (14%)	181 (45.25%)
5	Allowance of additional duties	21 (5.25%)	53 (13.25%)	58 (14.50%)	113 (28.25%)	155 (38.75%)

Source: Primary Data

The above table replicates the job satisfactory level of the teaching faculty towards the allowance available in the self financing Arts and Science colleges

1. **Conveyance allowance:** Out of the total sample respondents, 38% of the respondents strongly disagree and 14.50% disagree that there is conveyance allowance for the teaching faculty. Only 1.50 % of the respondents strongly agree with the statement. Therefore, it is clear that majority of the respondents opine that there is no conveyance allowance given.

2. **Medical allowance**: The highest (39.75%) percentages of the respondents strongly disagree; followed by 8.75% who

disagree and the lowest (3%) percentages of the respondents strongly agree with the statement that there is an option of medical allowances.

3. **Festival Allowance:** Among the total respondents, 35.75% of the respondents strongly disagree; 25.25% of them disagree and 4.50% of the respondents strongly agree with the statement that festival allowance is given to the staff.

4. **House rent allowance:** The highest (45.25%) percentages of the respondents strongly disagree; 14% disagree and 4% of the respondents strongly agree with statement that house rent allowance is available to the staff.

5. **Allowance of additional duties:** Of the total, 38.75% of the respondents strongly disagree and 28.25% of the respondents disagree that allowance for additional duties is given.

Table 4.21

Satisfactory level of the respondents towards other benefits offered by the colleges

S.NO	Other benefits	SA	A	NAND	DA	SD
1	Group Insurance	51 (12.75%)	39 (9.75%)	56 (14%)	98 (24.50%)	156 (39%)
2	Free education facilities for children	67 (16.75%)	29 (7.25%)	29 (7.25%)	83 (20.75%)	192 (48%)
3	Welfare loan facilities	30 (7.50%)	50 (12.50%)	74 (18.50%)	60 (15%)	186 (46.50%)
4	Provision of free tour facilities	17 (4.25%)	11 (2.75%)	35 (8.75%)	101 (25.25%)	236 (59%)
5	Provision for special gift	34 (8.50%)	45 (11.25%)	45 (11.25%)	104 (26%)	172 (43%)

Source: Primary Data

The above table indicates the job satisfactory level of the teaching faculty towards the other benefits available in the self financing Arts and Science colleges.

1. **Group Insurance:** The highest (39%) percentages of the respondents strongly disagree and 24.50% disagree that group insurance facilities are not offered to the staff.

2. **Free education facilities for the children:** Of the total, 48% of the respondents strongly disagree; 20.75% of the respondents disagree and 16.75% of the respondents strongly agree with statement that there are free education facilities for their children.
3. **Welfare loan facilities:** The highest (46.50%) percentages of the respondents strongly disagree; 15% of the

respondents disagree and only 7.50% of the respondents strongly agree with the statement that welfare loan facilities are available to the staff.

4. **Provision of the free tour facilities:** Out of the total sample respondents, the highest percentage of the respondents (59%) strongly disagree that there is a provision of free tour facilities and 25.25% of them disagree. Only 4.25 % of the respondents strongly agree with the statement.

5. **Provision of special gift:** The highest (43%) percentages of the respondents strongly disagree that there is a provision for special gift and 26% disagree with the statement. Only 8.50% of the respondents strongly agree with the statement. Therefore, it is clear that there is no provision of special gifts.

Table 4.22

Satisfactory level of the respondents towards rewards and awards

S.NO	Rewards and Awards	SA	A	NAND	DA	SD
1	Cash awards for academic excellence	6 (1.50%)	23 (5.75%)	41 (10.25%)	127 (31.75%)	203 (50.75%)
2	Promotions	46 (11.50%)	41 (10.25%)	46 (11.50%)	96 (24%)	171 (42.75%)
3	Providing additional responsibility	23 (5.75%)	16 (4%)	12 (3%)	137 (34.25%)	212 (53%)
4	Official appreciation in recognition of services	17 (4.25%)	28 (7%)	23 (5.75%)	109 (27.25%)	223 (55.75%)
5	Special awards for publication	37 (9.25%)	59 (14.75%)	74 (18.50%)	70 (17.50%)	160 (40%)

Source: Primary Data

The above table represents job satisfaction level of the teaching faculty towards rewards and awards offered by the management of self financing Arts and Science colleges.

1. **Cash awards for academic excellence:** The highest (50.75%) percentages of the respondents strongly disagree; 31.75% of the respondents disagree and only 1.50% of the respondents strongly agree with the statement that there are cash awards for academic excellence. From the above, it is understood that there is no cash award for academic excellence.

2. **Promotions:** Of all, 42.75% of the respondents strongly disagree and 24% of the respondents disagree that there is a regular promotion given and only 11.50% of the respondents strongly agree with the statement.

3. **Providing additional responsibility:** Of the total sample respondents, 53% of the respondents strongly disagree and 34.25% of the respondents disagree and only 5.75% of the respondents strongly agree with the statement that there is a provision for additional responsibility.

4. **Official appreciation in recognition**: The highest (55.75%) percentages of the respondents strongly disagree and 27.25 % of the respondents disagree that there is an official appreciation in recognition of the service. Only 4.25% of the respondents strongly agree with the statement.

5. **Special awards for publications**: Among the total, 40% of the respondents strongly disagree and 17.50 % of the respondents disagree that there are special awards for publications. Only 9.25% of the respondents strongly agree with the statement.

JOB SATISFACTION AND INFRASTRUCTURE

Table 4.23

Satisfactory level of the respondents towards physical environment

S.NO	Physical environment	SA	A	NAND	DA	SD
1	Good Supply of drinking water	42 (10.50%)	67 (16.75%)	121 (30.25%)	116 (29%)	54 (13.50%)
2	Toilet facilities are good	142 (35.50%)	95 (23.75%)	85 (21.25%)	60 (15%)	18 (4.50%)
3	Play ground facility available	46 (11.50%)	62 (15.50%)	162 (40.50%)	106 (26.50%)	24 (6%)
4	Canteen facility available	30 (7.50%)	168 (42%)	103 (25.75%)	87 (21.75%)	12 (3%)
5	Staff parking facility available	57 (14.25%)	80 (20%)	116 (29%)	123 (30.75%)	24 (6%)

Source: Primary Data

1. **Good supply of drinking water:** 29% of the respondents disagree; 13.50% of the respondents strongly disagree; 10.50% of the respondents strongly agree and 16.75% of the respondents agree with the statement that there are good drinking water facilities. It is clear that majority of the colleges do not offer good drinking water facility.

2. Toilet facilities are good: The highest (35.50%) percentages of the respondents strongly agree and 23.75% of the respondents agree that there are good toilet facilities available in the self financing arts and Science colleges.

3. **Play ground facility:** Of the total, 26.50% of the respondents disagree and 6% of the respondents strongly disagree that play ground facility is available. Only 11.50 % of the respondents strongly agree with the statement.

4. **Canteen facility available:** The highest (42%) percentages of the respondents agree and 7.50% of the respondents strongly agree that canteen facilities are available. Only 3% of the respondents strongly disagree with the statement. Therefore, it is clear that good canteen facility is available.

5. **Staff parking facility available:** The highest (30.75%) percentages of the respondents disagree and 6% of the respondents strongly disagree; 20% agree with the statement that staff parking facility is available, whereas 14.25% of the respondents strongly agree with the statement.

Table 4.24

Job satisfactory level of the respondents towards
Infrastructure in general

S.NO	Infrastructure in general	SA	A	NAND	DA	SD
1	Sufficiently furnished class rooms available	11 (2.75%)	124 (31%)	110 (27.50%)	119 (29.75%)	36 (9%)
2	Staff room sufficiently furnished	63 (15.75%)	55 (13.75%)	97 (24.25%)	122 (30.50%)	63 (15.75%)
3	Meeting hall exam hall available	18 (4.50%)	78 (19.50%)	85 (21.25%)	153 (38.25%)	66 (16.50%)
4	Office room facilities available	94 (23.50%)	80 (20%)	80 (20%)	98 (24.50%)	48 (12%)
5	Seminar hall available	17 (4.25%)	111 (27.75%)	207 (51.75%)	65 (16.25%)	0

Source: Primary Data

1. **Sufficiently furnished Class room available:** The highest (31%) percentages of the respondents agree; 2.75% of them strongly agree; only 9% of the respondents strongly disagree with the statement and 29.75% of the respondents disagree that sufficiently furnished class rooms are comparatively available. Therefore, it is clear that major percentage of the respondents viewed that sufficiently furnished class rooms are not available.

2. **Staff room sufficiently furnished**: Among the total respondents, 30.50% of the respondents disagree; 15.75% of the respondents strongly disagree that staff rooms are

sufficiently furnished. It is crystal clear from the opinion of the majority of the respondents that staff rooms are not sufficiently furnished.

3. **Meeting hall and Examination hall available**: Out of the total sample respondents, 38.25% of the respondents disagree; 16.50% of the respondents strongly disagree; and only 4.50% strongly agree with the statement that meeting hall and examination hall are available.

4. **Office room facilities available:** 23.50% of the respondents strongly agree and 20% of the respondents agree that office room facilities are available.

5. **Seminar hall available:** The highest (51.75%) percentages of the respondents neither agree nor disagree; 16.25% disagree with the statement and 27.75% of the respondents agree with the statement that seminar hall facilities are available.

Table 4.25

Satisfactory level of the respondents towards Infrastructure in terms of lab/Library

S.NO	Infrastructure in terms of lab/Library	SA	A	NAND	DA	SD
1	Library is sufficiently equipped	35 (8.75%)	103 (25.75%)	109 (27.25%)	135 (33.75%)	18 (4.50%)
2	Science lab is sufficiently equipped	27 (6.75%)	87 (21.75%)	176 (44%)	83 (20.75%)	27 (6.75%)
3	Computer lab is sufficiently equipped	48 (12%)	125 (31.25%)	127 (31.75%)	69 (17.25%)	31 (7.75%)
4	Supply of materials for science practicals is sufficient	35 (8.75%)	81 (20.25%)	175 (43.75%)	81 (20.25%)	28 (7%)
5	Internet facility is sufficient	17 (4.25%)	111 (27.75%)	207 (51.75%)	65 (16.25%)	0

Source: Primary Data

1. **Library is sufficiently equipped:** Out of the total sample respondents, 33.75% of the respondents disagree; 4.50% of the respondents strongly disagree, followed by 25.75% of them who agree and 8.75 % of the respondents strongly agree with the statement that library is not sufficiently equipped.

2. **Science lab is sufficiently equipped:** Among the total respondents, 21.75% of the respondents agree; only 6.75% of the respondents strongly disagree and 6.75% of the respondents strongly agree that science lab is sufficiently equipped.

3. **Computer lab is sufficiently equipped:** Among the total respondents, 31.25% of the respondents agree, followed by 12% of the respondents who strongly agree and only 7.75% of the respondents strongly disagree with the statement that computer lab is sufficiently equipped.

4. **Supply of materials for science practicals is sufficient**: Out of the total respondents, 20.25% of the respondents agree and 8.75% of the respondents strongly agree that supply of materials for science practicals is sufficient.

5. **Internet facility is sufficient:** 27.75 % of the respondents agree; 16.25% of the respondents disagree and 4.25% of the respondents strongly agree that internet facility is sufficient.

Table 4.26

Satisfactory level of the respondents towards infrastructure in terms of teaching aids

S.NO	Questions	SA	A	NAND	DA	SD
1	ICT enabled class room facility	103 (25.75%)	66 (16.50%)	83 (20.75%)	51 (12.75%)	97 (24.25%)
2	OHP/LCD facility available	117 (29.25%)	119 (29.75%)	58 (14.50%)	49 (12.25%)	57 (14.25%)
3	Communication lab is available	25 (6.25%)	83 (20.75%)	135 (33.75%)	57 (14.25%)	100 (25%)
4	Language lab is available	49 (12.25%)	72 (18%)	82 (20.50%)	136 (34%)	61 (15.25%)
5	Virtual class room facility	59 (14.75%)	109 (27.25%)	56 (14%)	140 (35%)	36 (9%)

Source: Primary Data

1. **ICT enabled class room facility:** The highest (25.75%) percentages of the respondents strongly agree; 24.25% of the respondents strongly disagree and 16.50% of the respondents agree that ICT enabled class room facility is available in the colleges.

2. **OHP/LCD facility available**: The highest (29.75%) percentages of the respondents agree and 29.25% of the respondents strongly agree that OHP/LCT facility is available in the self financing Arts and Science colleges.

3. **Communication Lab is available:** Out of the total sample respondents, 25% of the respondents strongly disagree; 14.25% of the respondents disagree and only 6.25 % of the

respondents strongly agree that the communication lab is available.

4. **Language lab is available:** The highest (34%) percentage of the respondents disagree and 15.25% of the respondents strongly disagree that language lab is available. Therefore, it is clear that majority of the respondents say that language lab is not available.

5. **Virtual class room facility:** The highest (35%) percentages of the respondents disagree and 9% of the respondents strongly disagree that virtual class room facility is available.

JOB SATISFACTION AND PROFESSIONAL DEVELOPMENT

Table 4.27

Satisfactory level of the respondents towards professional development and higher studies

S.NO	Professional Development and higher studies	SA	A	NAND	DA	SD
1	Easy concurrence for higher education	37 (9.25%)	148 (37%)	73 (18.25%)	109 (27.25%)	33 (8.25%)
2	Reimbursement expenses on higher education	44 (11%)	102 (25.50%)	30 (7.50%)	73 (18.25%)	151 (37.75%)
3	Simplified procedure for approval	6 (1.50%)	52 (13%)	176 (44%)	154 (38.50%)	12 (3%)
4	Grant of leave for higher education	18 (4.50%)	188 (47%)	115 (28.75%)	68 (17%)	11 (2.75%)
5	Existence of faculty exchange programme for higher studies	36 (9%)	65 (16.25%)	83 (20.75%)	136 (34%)	80 (20%)

Source: Primary Data

1. **Easy concurrence of higher education:** The highest (37%) percentage of the respondents agree, followed by 9.25% of the respondents who strongly agree and only 8.25% strongly disagree with the statement that there is easy concurrence for studying higher education.

2. **Reimbursement of expenses on higher education:** Of all, 37.75% of the respondents strongly disagree and 18.25% of the respondents disagree with the statement that there is reimbursement of expenses spent on higher education.

3. **Simplified procedure for approval:** Out of the total respondents, 38.50% of the respondents disagree; 3% strongly disagree and only 1.50 % of the respondents strongly agree with the statement that simplified procedure for approval is followed.

4. **Grant of leave for higher education:** The highest (47%) percentage of the respondents agree, followed by 4.5% of the respondents who strongly agree and only 2.75% of the respondents strongly disagree with the statement that leave is granted for the higher education.

5. **Existence of faculty exchange programme for higher studies:** The highest (34%) percentage of the respondents disagree; 20% of the respondents strongly disagree and only 9% of the respondents strongly agree that there is existence of faculty exchange programme for higher studies.

Table 4.28

Satisfactory level of the respondents towards Professional development and government programme

S.NO	Governmental programme	SA	A	NAND	DA	SD
1	Encouraging to attend the FIP	35 (8.75%)	133 (33.25%)	145 (36.25%)	67 (16.75%)	20 (5%)
2	Sanction of OD for attending government programme	60 (15%)	126 (31.50%)	81 (20.25%)	80 (20%)	53 (13.25%)
3	According permission for conduct of academic programme	16 (4%)	100 (25%)	170 (42.50%)	61 (15.25%)	53 (13.25%)
4	Granting permission to go as resource person for academic programme	37 (9.25%)	112 (28%)	135 (33.75%)	78 (19.50%)	38 (9.50%)
5	Simplified procedure for getting approval to attend academic programme	23 (5.75%)	108 (27%)	180 (45%)	39 (9.75%)	50 (12.50%)

Source: Primary Data

The above table describes the respondents' satisfactory level towards professional development and governmental programme

1. **Encouraging attending the FIP:** Out of the total, 33.25% of the respondents agree; 8.75% of the respondents strongly agree and only 5% strongly disagree with the statement that college management encourages the staff to attend the faculty improvement programme.

2. **Sanction of OD for attending government programme:** The highest (31.50%) percentage of the respondents agree and 15% of the respondents strongly agree that self financing Arts and Science Colleges grant leave On other

Duty for attending government programme. Only 13.25% of the respondents strongly disagree with the statement.

3. **According permission for conduct of such FIP programme:** Out of the total sample respondents, 25% of the respondents agree and 4% of the respondents strongly agree that Self financing colleges grant permission for conduct of such FIP programmes.

4. **Granting permission to go as resource person to academic programme**: Of all, 28% of the respondents agree and 9.25% of the respondents strongly agree that colleges grant the permission for the staff to go as resource persons to academic programme.

5. **Simplified procedure for getting approval to attend academic programme:** Out of the total sample respondents, 27% of the respondents agree and 5.75% of the respondents strongly agree that the college follows simplified procedure for getting approval to attend such programme.

Table 4.29

Satisfactory level of the respondents towards professional development and seminar / Conference

S.NO	Seminar/ Conference	SA	A	NAND	DA	SD
1	Encouragement to organize a seminar	31 (7.75%)	116 (29%)	120 (30%)	40 (10%)	93 (23.25%)
2	Funding for the conduct of seminars	44 (11%)	106 (26.50%)	75 (18.75%)	97 (24.25%)	78 (19.50%)
3	Encouraging release of journal and proceeding	35 (8.75%)	95 (23.75%)	120 (30%)	79 (19.75%)	71 (17.75%)
4	Granting OD for attending academic programme	59 (14.75%)	97 (24.25%)	117 (29.25%)	40 (10%)	87 (21.75%)
5	Simplified procedure for getting approval to attend academic programme	37 (9.25%)	102 (25.50%)	124 (31%)	61 (15.25%)	76 (19%)

Source: Primary Data

The above table indicates the job satisfaction level of the respondents towards the professional development and seminar/conference

1. **Encouragement to organize seminar**: Of all, 29% of the respondents agree and 7.75% of the respondents strongly agree that colleges encourage the staff to organize seminars.

2. **Funding for the conduct of seminars:** The highest (26.50%) percentages of the respondents agree; 24.25% of the respondents disagree and 19.50% of respondents

strongly disagree with the statement that management is funding for the conduct of academic programmes.

3. **Encouraging release of journal and proceeding:** Among all the respondents, 23.75% of the respondents agree and 8.75% of the respondents strongly agree that colleges encourage the release of journal and proceeding.

4. **Granting OD for attending academic programme:** 24.25% of the respondents agree and 14.75% of the respondents strongly agree that leave on other duty is granted for the staff for attending seminars and conferences.

5. **Simplified procedure for getting approval to attend academic programme:** 25.50% of the respondents agree and 9.25% of the respondents strongly agree that colleges are following simplified procedure to get approval for the staff for attending academic programme.

Table 4.30

Satisfactory level of the respondents towards professional development and funding project/consultancy services

S.NO	Professional development and funding project/Consultancy service	SA	A	NAND	DA	SD
1	Encouragement to apply for minor projects	56 (14%)	122 (30.50%)	87 (21.75%)	43 (10.75%)	92 (23%)
2	Encouragement to apply for major projects	18 (4.50)	104 (26%)	111 (27.75%)	63 (15.75%)	104 (26%)
3	Encouraging the consultancy services	61 (15.25%)	79 (19.75%)	112 (28%)	60 (15%)	88 (22%)
4	Assisting foreign trips for consultancy and for projects	20 (5%)	106 (26.50%)	107 (26.75%)	23 (5.75%)	144 (36%)
5	Simplified procedure for utilization of funds	31 (7.75%)	127 (31.75%)	83 (20.75%)	68 (17%)	91 (22.75%)

Source: Primary Data

The above table describes the job satisfactory level of the teaching faculty towards professional development, funding project and consultancy services

1. **Encouragement to apply for minor projects:** The highest percentages (30.50%) of the respondents agree and 14% of the respondents strongly agree that the colleges are encouraging the faculty to apply for minor projects.

2. **Encouragement to apply for major projects:** Out of the total sample respondents, 26% of the respondents agree followed by 4.50% who strongly agree that the colleges encourage the staff for applying for major projects.

3. **Encouraging the consultancy services:** 22% of the respondents strongly disagree and 15% of the respondents disagree that the colleges are encouraging consultancy services of the staff members.

4. **Assisting foreign trips for consultancy and for projects:** Of all, 26.50 % of the respondents agree and 5% of the respondents strongly agree that the Colleges are assisting staff members to go on foreign trips / consultancy and projects work.

5. **Simplified procedure for utilization of funds:** The highest (31.75%) percentage of the respondents agree and 7.75% of the respondents strongly agree that the colleges follow simplified procedure for utilizing funds raised through the funding agency.

Table 4.31

Ranking of the various dimensions of the job satisfaction

Rank	Workplace conditions		Compensation		Infrastructure		Professional Development	
	N	%	N	%	N	%	N	%
1^{st}	15	3.75	27	6.75	11	2.75	34	8.5
2^{nd}	126	31.50	53	13.25	154	38.5	69	17.25
3^{rd}	76	19.0	217	54.25	182	45.5	115	28.75
4^{th}	183	45.75	103	25.75	53	13.25	182	45.5

Source: Primary Data

The above table represents the rank order of the various job satisfaction dimensions.

1. **Workplace conditions:** Of all, 45.75% of the respondents have given fourth rank to the Workplace conditions. The Lowest (3.75%) percentage of the respondents have given first rank.

2. **Compensation:** Out of the total respondents, 54.25% of the respondents have given 3^{rd} rank for the compensation and the lowest percentage (6.75%) have given 1^{st} rank.

3. **Infrastructure:** The highest (45.5%) percentage of the respondents have given 3^{rd} rank and the lowest (2.75%) percentage have given 1^{st} rank for infrastructure

4. **Professional development:** The highest (45.50%) percentage of the respondents have given 4^{th} rank to professional development and the lowest (8.50%) percentage of the respondents have given

1st rank. Among these, respondents have given first rank to the professional development activities of the self financing Arts and Science colleges. 2nd Rank is given for infrastructure. Third rank is given for compensation and fourth Rank to Workplace conditions.

Table 4.32

Distribution of the respondents based on their various dimensions of Job Satisfaction towards Workplace conditions

S.No	Job Satisfaction and Workplace conditions	No. of respondents (n=400)	Percentage (100%)
1	**Nature of the management**		
	Low	177	44
	High	223	56
	Mean: 13.87 / Median: 14.00 / S.D.: 3.632 / Min.: 5 / Max.: 22		
2	**Participation and freedom in decision making**		
	Low	215	54
	High	185	46
	Mean: 14.24 / Median: 14.00 / S.D.: 2.931 / Min.: 6 / Max.: 22		
3	**Discharge of routine work**		
	Low	190	47.5
	High	210	52.5
	Mean: 14.85 / Median: 15.00 / S.D.: 4.022 / Min.: 7 / Max.: 25		
4	**Inter - personal relationship**		
	Low	230	57.5
	High	170	42.5
	Mean: 15.04 / Median: 15.00/ S.D.: 3.015 / Min.: 7 / Max.: 21		
5	**Parental care and Parent Support**		

	Low	210	52.5
	High	190	47.5
	Mean: 14.51 / Median: 14.00 / S.D.: 3.034 / Min.: 5 / Max.: 20		
6	**Students' attitude and Involvement**		
	Low	168	42
	High	232	58
	Mean: 13.97 / Median: 14.00 / S.D.: 3.295 / Min.: 6 / Max.: 22		

Source: Primary Data

The above table shows that 44% of the respondents have a low level of satisfaction with the nature of the management and the remaining 56% of the respondents have a high level of satisfaction. It is clear that 54% of the respondents have a low level of satisfaction and 46% of respondents have a high level of satisfaction towards participation and freedom in decision making.

With regard to the discharging of the routine work, 47.5% of the respondents were in low level and the remaining 52.5% of the respondents were at high level of satisfaction towards the routine work. In case of the interpersonal relationship, 57.5% of the respondents were in low level and the remaining 42.5% of the respondents were at high level of satisfaction.

In relation to the parental care and support, 52.5% of the respondents have a low level of satisfaction and 47.5% of the respondents were at high level. In terms of students' attitude and involvement, 42% of the respondents have a low level and 58% of the respondents were at high level of satisfaction.

Table 4.33

Distribution of the respondents based on their various dimensions of job satisfaction towards compensation

S.No	Job Satisfaction and Compensation	No.of respondents (n=400)	Percentage (100%)
1	**Salary**		
	Low	211	52.75
	High	189	47.25
	Mean:11.64 / Median:11.00 / S.D.: 3.665 / Min.: 5 / Max.:21		
2	**Allowance**		
	Low	216	54
	High	184	46
	Mean:11.47 / Median:11.00 / S.D.: 3.612 / Min.: 5 / Max.:21		
3	**Other benefits**		
	Low	190	47.5
	High	210	52.5
	Mean:14.85 / Median:15.00 / S.D.: 4.022 / Min.: 7 / Max.:25		
4	**Rewards and Awards**		
	Low	212	53
	High	188	47
	Mean:9.87 / Median:9.00 / S.D.: 2.855 / Min.: 5 / Max.:19		

Source: Primary Data

The above table shows that 52.75% of the respondents have a low level and the remaining 47.25% of the respondents have a high level of satisfaction towards the salary offered by the self financing colleges. In case of allowance, 54% of the respondents were in low level and 46% of the respondents have high level of satisfaction towards allowance.

With regard to other benefits, 47.5% of the respondents were in low level of satisfaction and 52.5% of the respondents have high level of

satisfaction towards other benefits. In terms of rewards and awards, 53% of the respondents were in low level and 47% of the respondents have a high level of satisfaction towards rewards and awards.

Table 4.34

Distribution of the respondents based on their various dimensions of job satisfaction towards infrastructure

S.No	Job satisfaction and Infrastructure	No. of respondents (n=400)	Percentage (100%)
1	**Infrastructure in terms of physical environment**		
	Low	181	45.25
	High	219	54.75
	Mean: 15.88 / Median:16.00 / S.D.: 2.951 / Min.: 8 / Max.:23		
2	**Infrastructure in General**		
	Low	225	56. 25
	High	175	43. 75
	Mean:14.68 / Median:14.00 / S.D.: 3.051 / Min.: 8 / Max.:23		
3	**Infrastructure in terms of Lab/Library**		
	Low	242	60.5
	High	158	39.5
	Mean:15.40 / Median:14.00 / S.D.: 3.030 / Min.: 9 / Max.:24		
4	**Infrastructure in terms of teaching aids**		
	Low	359	89. 75
	High	41	10.25
	Mean:15.05 / Median:15.00 / S.D.:.943 / Min.: 11 / Max.:21		

Source: Primary Data

The above table indicates the job satisfaction of the respondents towards various dimension of the infrastructure.

It shows that as for infrastructure in terms of physical environment, 45.25% of the respondents are in low level and the

remaining 54.75% of the respondents have high level of satisfaction. With regard to the infrastructure in general, 56.25% of the respondents are in low level and 43.75% of the respondents are at high level of satisfaction.

In terms of infrastructure in lab and library, 60.5 % of the respondents are at low level and 39.5% of the respondents show high level of satisfaction. In case of infrastructure and teaching aids, 89.75% of the respondents are at low level and 10.25% of the respondents are at high level of satisfaction.

Table 4.35

Distribution of the respondents based on their various dimensions of job satisfaction towards professional development

S.No	Job satisfaction and Professional development	No.of respondents (n=400)	Percentage (100%)
1	**Professional development and Higher studies**		
	Low	231	57.75
	High	169	42.25
	Mean:14.31 / Median:14.00 / S.D.: 2.967 / Min.: 8 / Max.:22		
2	**Professional development and government programme**		
	Low	220	55
	High	180	45
	Mean:15.42 / Median:15.00 / S.D.: 2.786 / Min.: 8 / Max.:22		
3	**Professional development seminar / Conference**		
	Low	194	48.5
	High	206	51.5
	Mean:11.64 / Median:12.00 / S.D.: 2.682 / Min.: 5 / Max.:20		

4	**Professional development and funding project/consultancy services**		
	Low	232	58
	High	168	42
	Mean:14.04 / Median:14.00 / S.D.: 3.281 / Min.: 6 / Max.:23		

Source: Primary Data

The above table indicates that 57.75 % of the respondents have low level and 42.25% of the respondents are at high level towards professional development and higher education. It is clear that 55% of the respondents are in low level and 45% of the respondents are at high level of satisfaction towards professional development and government programme.

48.50% of the respondents are in low level and the remaining 51.5% of the respondents are at high level in professional development activities towards seminar and conference. In connection with funding project and consultancy service assistance, 58% of the respondents are in low level and 42% of the respondents are at high level of satisfaction.

Table 4.36

Distribution of the respondents based on their various dimensions of overall job satisfaction

S.No	Various factors of Job satisfaction	No. of respondents (n=400)	Percentage (100%)
1	**Workplace condition**		
	Low	208	52
	High	192	48
	Mean:86.47 / Median:86.00 / S.D.: 12.045 / Min.: 50 / Max.:118		
2	**Compensation**		
	Low	223	55.75
	High	177	44.25
	Mean:47.83 / Median:46.00 / S.D.: 11.098 / Min.: 22 / Max.:86		
3	**Infrastructure**		
	Low	231	57.75
	High	169	42.25
	Mean:60.96 / Median:59.00 / S.D.: 6.682 / Min.: 45 / Max.:79		
4	**Professional development**		
	Low	201	50.25
	High	199	49.75
	Mean:55.41 / Median:55.00 / S.D.: 7.011 / Min.: 38 / Max.:80		
5	**Overall job satisfaction**		
	Low	216	54
	High	184	46
	Mean:250.65 / Median:248.50 / S.D.: 25.719 / Min.: 185 / Max.:331		

Source: Primary Data

The above table shows that 52% of the respondents are in low level of satisfaction towards the Workplace conditions and 48% are at high level. In terms of compensation, 55.75% of the respondents are in

low level and remaining 44.25% are at high level of job satisfaction towards compensation.

With regard to infrastructure, 57.75% of the respondents are in low level and 42.25% of the respondents are at high level of satisfaction towards infrastructure. As for professional development, 50.25% of the respondents have low level and the remaining 49.75% of the respondents have high level of satisfaction.

With regard to the distribution of the respondents and their various dimension of the job satisfaction, 54% of the respondents are in low level and 46% of the respondents are in high level. The overall mean score for both the levels (high and low) is 250.65; median score is 248.50 and standard deviation is 25.719. The minimum admitted count level from the given five point scale questions is 185 and the maximum admitted count by the respondents is 331.

TEST OF HYPOTHESES

In this section, the hypotheses formulated are verified and tested using the various statistical techniques and inference drawn based on the results.

Students 'T'

HYPOTHESIS – 1

Research hypothesis

H_1: There is a significant difference between the gender of the respondents and their overall job satisfaction.

Null hypothesis

H_0: There is no significant difference between the gender of the respondents and their overall job satisfaction.

Table4.37

Students "T" test on difference between the gender of the respondents and their overall job satisfaction

S.No	Gender / Overall job satisfaction factors	Mean	S.D	Statistical inference
1	**Workplace conditions**			T = -2.914 P < 0.05 Significant
	Male (n=227)	84.95	10.890	
	Female (n=173)	88.46	13.178	
2	**Compensation**			T = .343 P > 0.05 Not Significant
	Male (n=227)	47.99	10.812	
	Female (n=173)	47.61	11.490	
3	**Infrastructure**			T = .622 P > 0.05 Not **Significant**
	Male (n=227)	61.14	6.747	
	Female (n=173)	60.72	6.608	
4	**Professional development**			T = -3.032 P < 0.05 Significant
	Male (n=227)	54.49	6.895	
	Female (n=173)	56.61	7.000	
5	**Overall job satisfaction**			T = -1.866 P > 0.05 Not Significant
	Male (n=227)	248.56	23.235	
	Female (n=173)	253.39	28.492	

Df = 398
Sources: Computed from the primary data
Significant at 5% level
P = .004 / .732 / .534 / .003 / .063

Inference

S.No	Overall Job satisfaction	Students'' Value	Statistical inference
1	Gender of the teaching faculty	T=1.866	P > 0.05 Not significant

The calculated value is T=1.86 and P>0.05. Hence, the calculated value is greater than table value. Therefore, the research hypothesis is rejected and the null hypothesis is accepted.

Findings

The difference between the gender of the teaching faculty and their job satisfaction is not significant. It is further inferred that there is no significant association between the gender of the teaching faculty and their overall job satisfaction. As a result there is no difference in the perception of the teaching faculty towards all the above four tested variables in the study area.

<u>CHI-SQUARE TEST</u>

HYPOTHESIS – 2

Research hypothesis

H_1: There is a significant association between the age of the respondents and their overall job satisfaction.

Null hypothesis

H_0: There is no significant association between the age of the respondents and their overall job satisfaction.

Table 4.38

Chi-square test between the age of the respondents and their overall job satisfaction

S.No	Various dimensions on the job satisfaction	Age					Statistical inference
		Below 30yrs (n=123)	31 to 35yrs (n=130)	36 to 40yrs (n=62)	41 to 45yrs (n=64)	46yrs & above (n=21)	
1	**Workplace conditions**						X^2=24.059 Df = 4 P < 0.05 Significant
	Low	43 (35%)	75 (57.7%)	39 (62.9%)	35 (54.7%)	16 (76.2%)	
	High	80 (65%)	55 (42.3%)	23 (37.1%)	29 (45.3%)	5 (23.8%)	
2	**Compensation**						X^2=10.993 Df = 4 P > 0.05 Not Significant
	Low	60 (48.8%)	76 (58.5%)	32 (51.6%)	37 (57.8%)	18 (85.7%)	
	High	63 (51.2%)	54 (41.5%)	30 (48.4%)	27 (42.2%)	3 (14.3%)	
3	**Infrastructure**						X^2=9.341 Df = 4 P > 0.05 Not Significant
	Low	61 (49.6%)	82 (63.1%)	32 (51.6%)	40 (62.5%)	16 (76.2%)	
	High	62 (50.4%)	48 (36.9%)	30 (48.4%)	24 (37.5%)	5 (23.8%)	
4	**Professional development**						X^2=13.692 Df = 4 P > 0.05 Not Significant
	Low	51 (41.5%)	59 (45.4%)	36 (58.1%)	41 (64.1%)	14 (66.7%)	
	High	72 (58.5%)	71 (54.6%)	26 (41.9%)	23 (35.9%)	7 33.3%)	
5	**Overall job satisfaction**						X^2=12.225 Df = 4 P > 0.05 Not Significant
	Low	55 (44.7%)	76 58.5%)	31 (50%)	37 (57.8%)	17 (81%)	
	High	68 (55.3%)	54 (41.5%)	31 (50%)	27 (42.2%)	4 (19%)	

Source: Computed from the primary data, Significant at 5 percent level

Inference

S.No	Overall job satisfaction	Chi square X^2 Value	Statistical inference
1	Age of the teaching faculty	X^2=12.225	P > 0.05 Not Significant

The calculated value X^2=12.225 and the (P>0.05), Hence the calculated value is greater than the table value. Therefore, the research hypothesis is rejected and the null hypothesis is accepted.

Findings

The association between the age and the overall job satisfaction is not significant. Therefore it is clear that there is no significant association between the age of the respondents and the various factors of the job satisfaction. Therefore, it is clear to say that Job satisfaction is varied according to the age level of the each and every respondent.

STUDENT 'T' TEST

HYPOTHESIS – 3

Research hypothesis

H_1: There is a significant difference between the marital status of the respondents and their overall job satisfaction.

Null hypothesis

H_0: There is no significant difference between the marital status of the respondents and their overall job satisfaction.

Table 4.39

Students' "T" test difference between the marital status of the respondents and their overall job satisfaction

S.No	Marital Status	Mean	S.D	Statistical inference
1	**Workplace conditions**			T = -5.488 P < 0.05 Significant
	Married (n=232)	83.75	13.175	
	Unmarried (n=168)	90.21	9.061	
2	**Compensation**			T = 1.284 P > 0.05 Not Significant
	Married (n=232)	48.43	10.384	
	Unmarried (n=168)	46.99	11.996	
3	**Infrastructure**			T = -4.822 P < 0.05 Significant
	Married (n=232)	59.62	4.981	
	Unmarried (n=168)	62.80	8.154	
4	**Professional development**			T = -2.717 P > 0.05 Not Significant
	Married (n=232)	54.60	7.197	
	Unmarried (n=168)	56.52	6.608	
5	**Overall job satisfaction**			T = -3.952 P < 0.05 Significant
	Married (n=232)	246.41	26.092	
	Unmarried (n=168)	256.52	24.062	

Df = 398
Sources: Computed from the primary data
Significant at 5% level
P = .000 / .200 / .000 / .007 / .000

Inference

S.No	Overall job satisfaction	Students 'T' Value	Statistical inference
1	Marital status of the respondents	T= -3.952	P<0.05 Significant

The calculated value T=-3.952 and ($P<0.05$) Hence, the calculated value is less than the table value. Therefore the research hypothesis is accepted and the null hypothesis is rejected.

Findings

The difference between the marital status of the teaching faculty and their job satisfaction is significant. It is further inferred that in case of workplace conditions and Infrastructure the difference is significant because the commitment of the married faculty is entirely different from that of the unmarried faculty.

This is clearly depicted from the above test. Similarly In case of Compensation and professional development the difference is not significant hence; there is no difference between the marital status and the job satisfaction of the teaching faculty. As for the overall job satisfaction in composite of all parameters, it shows that there is a significant relationship between the marital status and the job satisfaction. It is obvious because the attitude of the married male is varying from that of the unmarried.

ONE - WAY ANOVA TEST

HYPOTHESIS – 4

Research hypothesis

H_1: There is a significant difference between the educational qualification of the respondents and their overall job satisfaction.

Null hypothesis

H_0: There is no significant difference between the educational qualification of the respondents and their overall job satisfaction.

Table 4.40

One - way ANOVA difference between the educational qualification of the respondents and their overall job satisfaction

S.No	Educational qualification	Mean	S.D	SS	Df	MS	Statistical inference
1	**Workplace conditions**						F = 3.552 P > 0.05 Not Significant
	Between Groups			1516.971	3	505.657	
	G1(n=185)	86.41	12.881				
	G2(n=163)	86.49	10.878				
	G3(n=11)	97.00	18.308				
	G4(n=41)	83.78	9.106				
	Within Groups			56366.539	396	142.340	
2	**Compensation**						F = 8.957 P < 0.05 Significant
	Between Groups			3122.823	3	1040.941	
	G1(n=185)	46.70	10.367				
	G2(n=163)	49.10	11.206				
	G3(n=11)	61.55	19.274				
	G4(n=41)	44.15	7.391				
	Within Groups			46018.927	396	116.209	

3	**Infrastructure**						F = 7.770 P < 0.05 Significant
	Between Groups			990.502	3	330.167	
	G1(n=185)	62.26	6.889				
	G2(n=163)	60.59	6.930				
	G3(n=11)	58.27	3.690				
	G4(n=41)	57.22	2.116				
	Within Groups			16826.688	396	42.492	
4	**Professional development**						F = 2.031 P > 0.05 Not Significant
	Between Groups			297.184	3	99.061	
	G1(n=185)	55.74	7.599				
	G2(n=163)	55.39	6.407				
	G3(n=11)	58.18	5.706				
	G4(n=41)	53.24	6.549				
	Within Groups			19317.394	396	48.781	
5	**Overall job satisfaction**						F = 6.762 P < 0.05 Significant
	Between Groups			12861.484	3	4287.161	
	G1(n=185)	251.12	26.039				
	G2(n=163)	251.56	24.899				
	G3(n=11)	275.00	41.112				
	G4(n=41)	238.39	14.970				
	Within Groups			251061.214	396	633.993	

G1 = M.phil / G2 = PG / G3 = SIET / NIT / G4 = Ph.D. P = .015 / .000 / .000 / .109 / .000 Source: Computed from the primary data, Significant at 5% level

Inference

The calculated value F=6.762 and (P<0.05) the calculated value is less than the table value. So the research hypothesis is accepted and the null hypothesis is rejected.

Findings

The difference between the educational qualification of the respondents and their overall job satisfaction is at a significant level. It is understood that the highly qualified staff have got high satisfaction than the

less qualified faculty. It is proved from the above test that the educational qualification has a significant difference with job satisfaction among the teaching faculty in Arts and Science colleges.

HYPOTHESIS – 5

Research hypothesis

H_1: There is a significant difference between the experience of the respondents and their overall job satisfaction.

Null hypothesis

H_0: There is no significant difference between the experience of the respondents and their overall job satisfaction.

Table 4.41

One - way ANOVA difference between the experience of the respondents and their overall job satisfaction

S.No	Experience	Mean	S.D	SS	Df	MS	Statistical inference
1	**Workplace conditions**						F = 2.144 P > 0.05 Not Significant
	Between Groups			925.097	3	308.366	
	G1(n=176)	87.76	11.362				
	G2(n=108)	84.10	8.579				
	G3(n=73)	87.04	13.412				
	G4(n=43)	86.14	17.954				
	Within Groups			56958.413	396	143.834	
2	**Compensation**						F =2.055 P > 0.05 Not Significant
	Between Groups			753.327	3	251.109	
	G1(n=176)	47.89	10.648				
	G2(n=108)	49.06	10.550				

	G3(n=73)	48.01	12.199				
	G4(n=43)	44.14	11.876				
	Within Groups			48388.423	396	122.193	
3	**Infrastructure**						F =7.991 P < 0.05 Significant
	Between Groups			1017.071	3	339.024	
	G1(n=176)	61.80	7.320				
	G2(n=108)	59.60	5.060				
	G3(n=73)	59.05	5.988				
	G4(n=43)	64.12	7.072				
	Within Groups			16800.119	396	42.425	
4	**Professional development**						F =2.076 P > 0.05 Not Significant
	Between Groups			303.686	3	101.229	
	G1(n=176)	55.18	6.906				
	G2(n=108)	54.80	6.815				
	G3(n=73)	55.44	6.916				
	G4(n=43)	57.84	7.795				
	Within Groups			19310.891	396	48.765	
5	**Overall job satisfaction**						F =.961 P > 0.05 Not Significant
	Between Groups			1906.900	3	635.633	
	G1(n=176)	252.62	25.720				
	G2(n=108)	247.56	19.850				
	G3(n=73)	249.55	28.178				
	G4(n=43)	252.23	33.423				
	Within Groups			262015.797	396	661.656	

Sources: Computed from the primary data
Significant at 5% level
P = .094 / .106 / .000 / .103 / .411
G1 = Below 2yrs / G2 = 3 to 4yrs / G3 = 5 to 6yrs / G4 = 7 yrs & above

Inference

The table value F= .961 and (P>0.05) Hence, the calculated value is greater than the table value. Therefore, the research hypothesis is rejected and the null hypothesis is accepted.

Findings

The difference between the experience of the teaching faculty and their job satisfaction is not at significant levels. It is further inferred that the experience of the teaching faculty has no significant difference in the job satisfaction towards all the tested parameters.

STUDENTS' 'T' TEST

HYPOTHESIS – 6

Research hypothesis

H_1: There is a significant difference between the course of the respondents and their overall job satisfaction.

Null hypothesis

H_0: There is no significant difference between the course of the respondents and their overall job satisfaction.

Table 4.42

Students' "T" test difference between the course of the respondents and their overall job satisfaction

S.No	Course/Various dimensions of job satisfaction	Mean	S.D	Statistical inference
1	**Workplace conditions**			T = -.665 P > 0.05 Not Significant
	Arts (n=219)	86.10	12.178	
	Science (n=181)	86.91	11.900	
2	**Compensation**			T = .130 P > 0.05 Not Significant
	Arts (n=219)	47.89	10.416	

	Science (n=181)	47.75	11.900	
3	**Infrastructure**			T = -5.002 P < 0.05 Significant
	Arts (n=219)	59.48	5.854	
	Science (n=181)	62.74	7.185	
4	**Professional development**			T = .526 P > 0.05 Not Significant
	Arts (n=219)	55.58	7.222	
	Science (n=181)	55.20	6.762	
5	**Overall job satisfaction**			T = -1.376 P > 0.05 Not Significant
	Arts (n=219)	249.05	25.648	
	Science (n=181)	252.60	25.742	

Df = 398
Sources: Computed from the primary data
Significant at 5% level
P = .506 / .897/ .000 / .599 / .170

Inference

S.No	Overall job satisfaction	Students' 'T' Value	Statistical inference
1	Courses/Branch of the study	T=1.376	P>0.05 Not significant

The calculated value T=1.376 and (P>0.05) Hence, the calculated value is greater than the table value. Therefore, the research hypothesis is rejected and the null hypothesis is accepted.

Findings

The difference between the course/branch of the teaching faculty and their overall job satisfaction is not significant. It is further inferred that there is no significant difference between the course that's Arts and Science teaching faculty and their overall job satisfaction. Hence it is clearly known that the entire teaching faculty working in one college would have similar type of perception towards tested variable invariably their branch of study.

ONE -WAY ANOVA TEST

HYPOTHESIS – 7

Research hypothesis

H_1: There is a significant difference between various departments of the respondents and their overall job satisfaction.

Null Hypothesis

H_0: There is no significant difference between various departments of the respondents and their overall job satisfaction.

Table No: 4.43

One-way ANOVA difference between various departments of the respondents and their overall job satisfaction

S.No	Various departments	Mean	S.D	SS	Df	MS	Statistical inference
1	**Workplace conditions**						F = 5.598 P < 0.05 Significant
	Between Groups			6622.055	9	735.784	
	G1(n=26)	85.69	7.098				
	G2(n=76)	82.25	12.997				
	G3(n=45)	92.56	9.633				
	G4(n=8)	79.38	17.824				
	G5(n=26)	92.19	12.958				
	G6 (n=39)	81.69	7.223				
	G7(n=53)	91.21	10.967				
	G8(n=88)	84.97	13.939				
	G9(n=17)	88.12	7.825				
	G10(n=22)	87.05	5.810				
	Within Groups			51261.455	390	131.440	
2	**Compensation**						F = 1.952 P > 0.05 Significant
	Between Groups			2118.357	9	235.373	
	G1(n=26)	53.27	9.998				

	G2(n=76)	45.89	10.798				
	G3(n=45)	48.38	16.998				
	G4(n=8)	44.00	1.069				
	G5(n=26)	47.04	7.438				
	G6 (n=39)	44.05	6.774				
	G7(n=53)	49.58	10.480				
	G8(n=88)	49.06	11.429				
	G9(n=17)	48.53	5.149				
	G10(n=22)	46.23	10.761				
	Within Groups			47023.393	390	120.573	
3	**Infrastructure**						F = 11.450 P < 0.05 Significant
	Between Groups			3723.786	9	413.754	
	G1(n=26)	60.00	5.314				
	G2(n=76)	61.20	5.676				
	G3(n=45)	67.29	7.973				
	G4(n=8)	58.25	1.165				
	G5(n=26)	64.38	8.405				
	G6 (n=39)	58.92	2.986				
	G7(n=53)	62.00	6.552				
	G8(n=88)	59.26	5.299				
	G9(n=17)	59.59	4.611				
	G10(n=22)	54.14	7.053				
	Within Groups			14093.404	390	36.137	
4	**Professional development**						F = 5.585 P < 0.05 Significant
	Between Groups			2239.371	9	248.819	
	G1(n=26)	54.08	4.673				
	G2(n=76)	55.46	7.225				
	G3(n=45)	55.93	6.716				
	G4(n=8)	52.50	4.811				
	G5(n=26)	56.88	8.354				
	G6 (n=39)	50.95	6.215				
	G7(n=53)	59.91	6.196				
	G8(n=88)	55.57	7.080				

	G9(n=17)	52.53	4.692				
	G10(n=22)	53.68	6.342				
	Within Groups			17375.206	390	44.552	
5	**Overall job satisfaction**						
	Between Groups			34526.053	9	3836.228	F = 6.522 P < 0.05 Significant
	G1(n=26)	253.04	19.199				
	G2(n=76)	244.80	24.594				
	G3(n=45)	264.16	27.657				
	G4(n=8)	234.13	21.230				
	G5(n=26)	260.50	30.847				
	G6 (n=39)	235.62	14.072				
	G7(n=53)	262.70	23.232				
	G8(n=88)	248.85	28.101				
	G9(n=17)	248.76	11.065				
	G10(n=22)	241.09	19.481				
	Within Groups			229396.644	390	588.197	

Sources: Computed from the primary data. Significant at 5% level.
G1 = Bio-technology/ G2 = Computer science / G3 = Mathematics /
G4 = Industrial Electronics / G5 = Physics / G6 = Tamil / G7 = English /
G8 = Commerce/ G9 = Economics / G10 = Management
P = .000 / .044 / .000 / .000 / .000

Inference

S.No	Overall Job satisfaction	One way ANOVA Value	Statistical inference
1	Department	F = 6.522	P < 0.05 Significant

The calculated value F=6.522 and P<0.05 Hence, the calculated value is less than the table value. Therefore the research hypothesis is accepted and the null hypothesis is rejected.

Findings

The difference between the various departments and the overall job satisfaction is significant. It is inferred that respondents' likes and dislikes vary according to the field of study. Therefore, it is clear that there is a significant relationship between the departments of the teaching faculty and their job satisfaction.

HYPOTHESIS – 8

Research hypothesis

H_1: There is a significant difference between the income of the respondents and their overall job satisfaction.

Null hypothesis

H_0: There is no significant difference between the income of the respondents and their overall job satisfaction.

Table 4.44

One- way ANOVA difference between the income of the respondents and their overall job satisfaction

S.No	Income group	Mean	S.D	SS	Df	MS	Statistical inference
1	**Workplace conditions**						F = .373 P > 0.05 Not Significant
	Between Groups			163.252	3	54.417	
	G1(n=224)	86.15	12.306				
	G2(n=111)	87.44	11.991				
	G3(n=36)	86.28	7.162				
	G4(n=29)	85.38	15.046				
	Within Groups			57720.258	396	145.758	
2	**Compensation**						F = 7.792 P < 0.05 Significant
	Between Groups			2739.130	3	913.043	
	G1(n=224)	46.53	11.346				
	G2(n=111)	50.52	8.481				
	G3(n=36)	43.31	7.551				
	G4(n=29)	53.14	16.679				
	Within Groups			46402.620	396	117.178	
3	**Infrastructure**						F = 7.009 P < 0.05 Significant
	Between Groups			898.332	3	299.444	
	G1(n=224)	61.36	7.544				
	G2(n=111)	62.05	5.531				
	G3(n=36)	58.36	4.257				
	G4(n=29)	56.86	2.850				
	Within Groups			16918.858	396	42.724	

4	**Professional development**						F = .909 P > 0.05 Not Significant
	Between Groups			134.118	3	44.706	
	G1(n=224)	55.62	6.712				
	G2(n=111)	55.59	7.933				
	G3(n=36)	53.58	6.592				
	G4(n=29)	55.31	5.947				
	Within Groups			19480.459	396	49.193	
5	**Overall job satisfaction**						F = 3.045 P > 0.05 Not Significant
	Between Groups			5950.645	3	1983.548	
	G1(n=224)	249.66	26.057				
	G2(n=111)	255.61	24.719				
	G3(n=36)	241.53	14.173				
	G4(n=29)	250.69	33.973				
	Within Groups			257972.053	396	651.445	

Sources: Computed from the primary data
Significant at 5% level
G1 = Below Rs.6000/ G2 = Rs.6001 to Rs.8000/ G3 = Rs.8001 to Rs.10000/
G4 = Rs.10001 & above
P = .772 / .000 / .000 / .437 / .029

Inference

The calculated value F=3.045 and (P>0.05) the calculated value is greater than the table value. Hence, the research hypothesis is rejected and the null hypothesis is accepted. Therefore there is no significant difference between the income of the respondents and their overall job satisfaction.

Findings

The difference between the income of the respondents and their overall job satisfaction is not at significant level. It is understood that most of the respondents working in self financing colleges with lower monthly salary are satisfied with their job since they get good social recognition.

NPAR TESTS MANN-WHITNEY TEST

HYPOTHESIS – 9

Research hypothesis

H_1: There is a significant difference between the gender of the respondents and their professional development.

Null hypothesis

H_0: There is no significant difference between the gender of the respondents and their professional development.

Table 4.45

Mann-Whitney test difference between the gender of the respondents and their professional development

S.No	Job satisfaction variables	Mean Rank	Sum of Ranks
1	**Workplace conditions**		
	Male (n=227)	192.39	43673.50
	Female (n=173)	211.14	36526.50
2	**Compensation**		
	Male (n=227)	208.96	47433.00
	Female (n=173)	189.40	32767.00
3	**Infrastructure**		
	Male (n=227)	206.00	46763.00
	Female (n=173)	193.28	33437.00
4	**Professional Development**		
	Male (n=227)	201.92	45835.50
	Female (n=173)	198.64	34364.50

Test Statistics (a)

	Workplace conditions	Compensation	Infrastructure	Professional Development
Mann-Whitney U	17795.500	17716.000	18386.000	19313.500
Wilcoxon W	43673.500	32767.000	33437.000	34364.500
Z	-1.726	-1.850	-1.186	-.300
Asymp. Sig. (2-tailed)	.084	.064	.236	.764

a Grouping Variable: Gender

Inference

P > 0.05, conclude that data does not provide statistically significant evidence of difference between the gender of the respondents and their professional development. Hence Research hypothesis rejected and Null hypothesis is accepted.

Findings

The results suggest that there is statistically no significant difference between the underlying distribution of male score and female score (Z = -.300, P= .764). Therefore it is clear that the expectation of the men and women towards professional development is not similar.

HYPOTHESIS – 10

Research hypothesis

H_1: There is a significant difference between the marital status of the respondents and the job satisfaction towards compensation.

Null hypothesis

H_0: There is no significant difference between the marital status of the respondents and the job satisfaction towards compensation.

Table 4.46

Difference between the marital status of the respondents and the job satisfaction towards compensation

S.No	Marital Status	Mean Rank	Sum of Ranks
1	**Workplace conditions**		
	Married (n=232)	212.22	49236.00
	Unmarried (n=168)	184.31	30964.00
2	**Compensation**		
	Married (n=232)	206.65	47943.00
	Unmarried (n=168)	192.01	32257.00
3	**Infrastructure**		
	Married (n=232)	192.55	44672.00
	Unmarried (n=168)	211.48	35528.00
4	**Professional Development**		
	Married (n=232)	193.59	44914.00
	Unmarried (n=168)	210.04	35286.00

Test Statistics (a)

	Workplace conditions	Compensation	Infrastructure	Professional Development
Mann-Whitney U	16768.000	18061.000	17644.000	17886.000
Wilcoxon W	30964.000	32257.000	44672.000	44914.000
Z	-2.561	-1.380	-1.756	-1.500
Asymp. Sig. (2-tailed)	.010	.167	.079	.134

a Grouping Variable: marital status

Inference

P > 0.05, conclude that data does not provide statistically significant evidence of difference between the marital status of the respondents and their satisfaction towards the compensation. Hence Research hypothesis is rejected and Null hypothesis is accepted.

Findings:

The results suggest that there is statistically no significant difference between the underlying distribution of married teaching faculty score and the unmarried teaching faculty score (Z = -1.380, P= .167). Therefore it is clear that the expectation of the married and the unmarried towards the compensation is similar.

OTHER RELATED HYPOTHESES TESTED

Npar tests Mann-Whitney test

HYPOTHESIS – 11

Research hypothesis

H_1: There is a significant difference between the Course of the study of the respondents and their satisfaction towards infrastructure

Null hypothesis

H_0: There is no significant difference between the Course of the study of the respondents and their satisfaction towards infrastructure

Table No – 4.47

Difference between the course of the study of the respondents and their satisfaction towards infrastructure

S.No	Course/Branch	Mean Rank	Sum of Ranks
1	**Workplace conditions**		
	Arts (n=219)	231.97	50802.00
	Science (n=181)	162.42	29398.00
2	**Compensation**		
	Arts (n=219)	215.07	47101.00
	Science (n=181)	182.87	33099.00
3	**Infrastructure**		
	Arts (n=219)	219.16	47995.00
	Science (n=181)	177.93	32205.00
4	**Professional Development**		
	Arts (n=219)	201.95	44226.50
	Science (n=181)	198.75	35973.50

Test Statistics (a)

Test	Workplace conditions	Compen	Infrastruct	Profess. Develop
Mann-Whitney U	12927.000	16628.000	15734.000	19502.500
Wilcoxon W	29398.000	33099.000	32205.000	35973.500
Z	-6.435	-3.061	-3.858	-.294
Asymp. Sig. (2-tailed)	.000	.002	.000	.769

a Grouping Variable: Subject

Inference

P < 0.05, conclude that data has statistically significant evidence of difference between the course of the study of the respondents and their job satisfaction towards infrastructure. Hence Research hypothesis accepted and Null hypothesis is rejected.

Findings

The results suggest that there is a statistically significant difference between the underlying distribution of various courses of the study and their satisfaction towards infrastructure (Z = -3.858, P= .000). Therefore it is clear that the expectation of the married and the unmarried towards the infrastructure is not similar.

INTER CORRELATED MATRIX TEST

HYPOTHESIS – 12

Research Hypothesis

H_1: There is a significant relationship between the Workplace conditions and the overall job satisfaction of the respondents

Null Hypothesis

H_0: There is no significant relationship between the Workplace conditions and the overall job satisfaction of the respondents

Table No – 4.48

Inter Correlated Matrix Correlations on Workplace conditions and professional development

Various factors of the job satisfaction	Work place	Compen	Infra	Profess. develop	Overall job satisfaction
Workplace conditions	1	.488(**)	.297(**)	.323(**)	.844(**)
Compensation	.488(**)	1	.180(**)	.133(**)	.743(**)
Infrastructure	.297(**)	.180(**)	1	.207(**)	.533(**)
Professional development	.323(**)	.133(**)	.207(**)	1	.535(**)
Overall job satisfaction	.844(**)	.743(**)	.533(**)	.535(**)	1
N	400	400	400	400	400

** Correlation is significant at the 0.01 level (2-tailed).

Inference

S.No	Workplace conditions	Correlation Value	Statistical Inference
1	Overall job satisfaction	.844(**)	P < 0.01

The calculated value is .844 (**) and $P < 0.01$. Hence the calculated value is less than the table value. Therefore null hypothesis is rejected and research hypothesis is accepted.

Findings

The relationship between the Workplace conditions and overall job satisfaction of the respondents is significant. It is further inferred that on the basis of inter correlated matrix, almost all the parameters are significantly related to each other. As a result, good Workplace conditions significantly creates overall job satisfaction for the self financing Arts and Science colleges teaching faculty.

HYPOTHESIS – 13

Research Hypothesis

H_1: There is a significant relationship between Workplace conditions and professional development

Null Hypothesis

H_0: There is no significant relationship between workplace conditions and professional development

Table 4.49

Inter correlations matrix between Workplace conditions and professional development

Various factors of the job satisfaction	Workplace	Compen	Infra	Profess. develop
Workplace conditions	1	.293(**)	.169(**)	-.152(**)
Compensation	.293(**)	1	-.220(**)	.405(**)
Infrastructure	.169(**)	-.220(**)	1	-.099(*)
Professional development	-.152(**)	.405(**)	-.099(*)	1
N	**400**	**400**	**400**	**400**

** Correlation is significant at the .01 level (2-tailed).

Inference

S.No	Workplace conditions	Correlated Value	Statistical Inference
1	Professional development	-.152(**)	P< 0.01 Significant

The calculated value is -.152(**) and (P<0.01) hence the calculated value is less than the table value. Therefore null hypothesis is rejected and research hypothesis is accepted.

Findings

The relationship between the Workplace conditions and professional development is significantly correlated. It is further inferred that Workplace conditions includes administration or management support. Hence, it is obviously related to professional development. It is concluded that professional development of the teaching faculty is significantly related to Workplace conditions of the self financing Arts and Science colleges.

INTER- CORRELATED MATRIX TEST

HYPOTHESIS – 14

Research Hypothesis

H_1: There is a significant relationship between nature of the management and the inter personal relationship of the respondents

Null Hypothesis

H_0: There is no significant relationship between the nature of the management and the inter personal relationship of the respondents

Table 4.50

Inter- Correlated matrix of vulnerability on job satisfaction between the nature of the management and the inter personal relationship of the respondents

Variable for Workplace conditions	Nature of the mgt	Participation and freedom in decision making	Discharge of routine work	Inter - personal relationship	Parental care and Parental Support	Students' attitude and Involve
Nature of the mgt	1	.349(**)	.161(**)	.134(**)	.190(**)	.092
Participation and freedom in decision making	.349(**)	1	.131(**)	.209(**)	.231(**)	.137(**)
Discharge of routine work	.161(**)	.131(**)	1	.505(**)	.492(**)	.178(**)
Inter - personal relationship	.134(**)	.209(**)	.505(**)	1	.547(**)	.205(**)

Parental care and Parental Support	.190(**)	.231(**)	.492(**)	.547(**)	1	-.006
Students' attitude and Involvement	.092	.137(**)	.178(**)	.205(**)	-.006	1
N	400	400	400	400	400	400

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Inference

The calculated value is .134(**) and (P< 0.01) the calculated value is less than the table value. Hence, null hypothesis is rejected and research hypothesis is accepted.

Findings

The relationship between the nature of the management and the inter personal relationship of the respondents is significantly related. It is further inferred that impersonal communication between the employers and the employees is closely correlated with the nature of the management.

HYPOTHESIS – 15

Research Hypothesis

H_1: There is a significant relationship between the salary and the rewards and awards

Null Hypothesis

H_0: There is no significant relationship between the salary and the rewards and awards

Table 4.51

Inter- correlated matrix for testing the vulnerability between the salary and the rewards and awards

Compensation	Salary	Allowance	Other benefits	Rewards and Awards
Salary	1	.982(**)	.176(**)	.684(**)
Allowance	.982(**)	1	.225(**)	.646(**)
Other benefits	.176(**)	.225(**)	1	.303(**)
Rewards and Awards	.684(**)	.646(**)	.303(**)	1
N	**400**	**400**	**400**	**400**

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Inference

The calculated value is .684(**) and (P< 0.01) Hence the calculated value is less than the table value. Therefore, null hypothesis is rejected and research hypothesis is accepted.

Findings

The relationship between the salaries and the rewards awards offered by the self financing colleges is significant. Therefore it is inferred that there is a significant relationship between the salary and the rewards and awards.

HYPOTHESIS – 16

Research Hypothesis

H_1: There is a significant relationship between the infrastructure in terms of physical environment and the Infrastructure in terms of library

Null Hypothesis

H_0: There is no significant relationship between the infrastructure in terms of physical environment and the Infrastructure in terms of library

Table 4.52

Inter correlated matrix test job satisfaction and the infrastructure in terms of physical environment and the infrastructure in terms of library

Infrastructure	Infrastructure in terms of physical environment	Infrastructure in General	Infrastructure in terms of Lab/Library	Infrastructure in terms of Teaching aids
Infrastructure in terms of physical environment	1	.382(**)	.189(**)	-.006
Infrastructure in General	.382(**)	1	.390(**)	-.014

Infrastructure in terms of Lab/Library	.189(**)	.390(**)	1	-.039
Infrastructure in terms of Teaching aids	-.006	-.014	-.039	1
N	400	400	400	400

** Correlation is significant at the 0.01 level (2-tailed).

Inference:

The calculated value is .382(**) and (P< 0.01) Hence the calculated value is less than the table value. Therefore, null hypothesis is rejected and research hypothesis is accepted.

Findings

The relationship between the infrastructure facility in terms of physical environment and in terms of lab/Library is significant. It is further inferred that infrastructure facility in terms of physical environment is resulting in minimum utilization of lab and library facility.

HYPOTHESIS – 17

Research Hypothesis

H_1: There is a significant relationship between students' behaviour and overall job satisfaction.

Null Hypothesis

H_0: There is no significant relationship between students' behaviour and overall job satisfaction.

CHAPTER – V

SUMMARY OF FINDINGS, SUGGESTIONS, RECOMMENDATIONS AND CONCLUSION

This chapter sums up all the findings of the study, suggestions, recommendations to the education promoters, universities, policy maker and Government, conclusion and suggestions for the future research.

Findings on socio economic backgrounds

1. **Gender Segment**: 56.75% of the respondents are men, whereas 42.25% of the respondents are women. It is observed that men are found to be working at the highest percentage in the self financing Arts and Science colleges than the women, since; men are highly motivated towards flexible working times and immediate employment opportunities.

2. **Age Segment**: 63.25% of the respondents are in the age group of below 35 years. And those in the age group of above 36 years are showing decreasing trend. They easily move for other colleges for higher post and Government vacancies. It is understood that self financing Arts and Science colleges provide wide opportunities for young teachers who are below 35 years.

3. **Marital Status Segment**: The highest (58%) percentage of respondents belongs to married category. There are 42% of the respondents who are unmarried. It is obvious that more married teachers are found than the unmarried teachers.

4. **Educational Qualification segment**: 46.25% teachers who are holding PG with M.Phil degree are easily admitted in the self financing Arts and Science colleges.

5. **Professional Experience Segment**: The highest (44%) percentage of the respondents have less than 2 years of experience, and the lowest percentage of the respondents (10.75%) have experience of 7years and above. The reason behind this is that self financing college's teachers leave the job from one college to another college owing to poor salary structure, no salary increment and threatening by the Administrators / Management not to do any higher studies further.

6. **Course /Branch wise segment**: 54.75% of the respondents belong to Arts course category and remaining 45.25 % the respondents are from science streams.

7. **Department wise segment**: The highest (22%) percentage of the respondents belong to commerce department followed by 19% who belong to computer science and the lowest 2% belong to industrial electronics.

8. **Income wise segment**: The lowest percentage (7.25%) of the respondents is earning a monthly income above Rs.10000. The highest percentage (56%) of the respondents are earning a monthly income below Rs.6000.It is observed that the compensation paid by the self financing Arts and Science colleges to their employees is below Rs.6000. Their income is found to be just sufficient to bread and butter, which happens to be the minimum comfort today.

Cross tabulation on gender and various dimensions of job satisfaction

1. Out of the total 227 male respondents, 52% of respondents are highly satisfied with compensation. 44.9% of respondents are at high satisfaction towards infrastructure.

2. In case of female respondents, out of 173, 57.8% of the respondents are in high satisfaction, about professional development.

Cross tabulation on age and various dimensions of Job satisfaction

1. The highest (65%) percentage of the respondents are in high level of satisfaction towards Workplace conditions. They belong to the age group of below 30 Years.

2. The respondents in the age group between 31 and 35 years are in high level of satisfaction towards professional development.

3. 48.4% of the respondents who belong to the age group of between 36 and 40 years are highly satisfied with both compensation and Infrastructure.

4. The highest (85.7%) percentage osf the respondents are in low level of satisfaction towards compensation. They belong to the age group of 46 years and above.

Cross tabulation on the marital status of the respondents and various dimensions of the job satisfaction.

1. Of all, 52.2% of the married respondents are at high level of satisfaction towards compensation.61.3% of the unmarried respondents are in high level of satisfaction towards Workplace conditions.

Cross tabulation on the educational qualification of the respondents and various dimensions of the Job satisfaction

- 54% of the respondents having PG as the highest qualification are in high satisfaction towards the compensation. The highest (56.8%) percentage of the M.Phil qualified respondents are in high level of satisfaction towards infrastructure. The respondents having Ph.D qualification show high satisfaction towards the Workplace conditions.

FINDING BASED ON THE WORKPLACE CONDITIONS

1. Satisfactory level of the respondents towards the nature of the management

   a. **Management supportive and encouraging**:
   The highest (28.75%) percentage of the respondents strongly agree that the management is supportive and encouraging.

   b. **Management/Administrator clearly defines the college policy:** 28.25 % of the respondents strongly disagree with

the statement that the administrator clearly defines its policy and only 11 % strongly agree with the statement.

c. **Access to management is good and easy:** 27.25% of the respondents strongly disagree and 11.75% of the respondents disagree that access to the management is easy and good.

d. **The style of the management is good:** 30% of the respondents disagree that style of the management is good and is making it interesting to fulfil the academic venture.

e. **There is a good treatment:** Of all, 27.25% of the respondents strongly disagree with the statement that there is a good treatment from the management.

Satisfactory level towards participation and freedom in decision making:

a) **Freedom in decision making:** The highest (28.25 %) percentage of the respondents disagree that there is a freedom in decision making. It is very clear that staff members are not entertained in management's decision making.

b) **Role of teaching faculty in decision making**: There are 25.50% of the respondents who agree that the role of teaching faculty in decision making process is good.

c) **Suggestions are considered and encouraged:** 31.75% of the respondents agree and 13.75% of the respondents

strongly agree that suggestions are considered and encouraged by the management.

d) **Delegation and decentralization of work:** The highest (26.25%) percentage of the respondents disagree that there is a delegation and decentralization of work among the teaching faculty.

e) **Superiors encourage new ideas at all levels:** 25.50% of the respondents agree that the superiors encourage new ideas at all levels. It indicates that they have good relationship with peers.

Satisfactory level of the respondents towards the discharge of routine work

a) **Sufficient time is given for lesson plan preparation:** Among the total, 27.50% the respondents agree and 6% of the respondents strongly agree that sufficient time is given for lesson plan preparation.

b) **Enough time for assignment and paper correction**: Out of the total respondents, 20% agree and 18.50% of them strongly agree that enough time is given for assignment and paper correction.

c) **Allotment of the workload is scientific**: 32.75% of the respondents agree and 26.75% of the respondents strongly agree that allotment of the work is scientific.

d) **Enough time to complete the syllabus**: 31.75% of the respondents agree that enough time is given to complete the syllabus.

e) **Work activities are relevant and meaningful**: 29.75% of the respondents strongly disagree that work activities are relevant and meaningful.

Satisfactory level towards the Inter personal relationship of the respondents

a) **Healthy relationship with management**: 25.75% of the respondents agree and 15.50% of the respondents strongly agree that healthy relationship is existing.

b) **Relationship with students is good**: The highest percentage (31.25%) of the respondents strongly agree and 19% of them agree that the relationship with students is up to the mark

c) **Relationship with other department faculty is good:** Of all, 21.50% of the respondents agree and 15.50% strongly agree that relationship with other department faculty is good.

d) **Good understanding among the faculty members:** The highest (27%) percentage of the respondents disagree and 18.50% of the respondents strongly disagree that good understanding is prevailing among the faculty members.

e) **Cooperation and coordination are good:** Out of the total respondents, 31.75% of them agree and 5.50% of the respondents strongly agree that cooperation and coordination

are good among the teaching faculty of self financing Arts and Science colleges.

Satisfactory level towards the parental Care and parental support

a) **Giving counselling to the needy students:** Out of the total respondents, 31.75% of the respondents agree that they give counselling to the needy students.

b) **The role of teachers towards the students is good:** 26.75% of the respondents strongly disagree and 23% of the respondents agree that the role of teachers towards the students is good.

c) **Giving feedback is regular**: Out of the total respondents, 21.50% agree and 17% strongly agree that giving feedback is regular.

d) **Role of parent towards the students is very much supportive:** Of all, 19.50% of the respondents strongly disagree and 17.25% of them disagree that role of parent towards the students is very much supportive.

e) **Mentoring system is regular**: 38.75% of the respondents agree and 7.50% of the respondents strongly agree that a regular mentoring is followed for the students.

Satisfactory level of the teaching faculty towards the students' behaviour and involvement.

a) **Students fulfil the expectation of the teachers:** 27.50% of the respondents strongly disagree and 11% of the respondents disagree that students fulfil the expectation of the teaching faculty.

b) **Students respect and obey the teachers:** There are 31.50% of the respondents who strongly agree that students respect and obey their teachers.

c) **Students are interested in knowing new things:** Of all, 34.50% of the respondents strongly disagree and 14.25% disagree that students are interested in knowing new things.

d) **Students are more interactive:** 30%of the respondents strongly disagree that students are not interacting with teachers.

e) **Students clear their doubts spontaneously:** 37% of the respondents strongly disagree and 13.25% of the respondents disagree that the students clear their doubts spontaneously.

FINDING BASED ON THE COMPENSATION

Job satisfaction level of the teaching faculty towards salary

a) **Salary is adequate:** 38.25% of the respondents strongly disagree that salary is adequate .It is evident that self financing colleges are offering only minimum salary.

b) **Grant of annual increment:** There are 39.75% of the respondents who strongly disagree that granting of annual increment is not followed in their Colleges.

c) **Leave salary:** 35.75% of the respondents strongly disagree and 25.25% of them disagree that leave salary is available. It seems that colleges are not offering vacation salary or only half of their pay is been given.

d) **Advance salary:** 45.25% of the respondents strongly disagree and14% of them disagree that advance salary is not given to the staff.

e) **Provision of provident fund:** 40 % of the respondents strongly disagree that there is the provision of provident fund system.

Satisfactory level of the respondents towards the allowance

a) **Conveyance allowance:** 38% of the respondents strongly disagree and 14.50% disagree that granting of conveyance allowance is given to the staff .

b) **Medical Allowance:** 39.75% of the respondents strongly disagree that the medical allowance is given to the staff.

c) **Festival allowance:** There are 35.75% of the respondents who strongly disagree that festival allowance is available in the self financing colleges.

d) **House rent Allowance:** 45.25% of the respondents strongly disagree that house rent allowance is given to the staff.

e) **Allowance of additional duties:** There are 38.75% of the respondents who strongly disagree that the allowances are given for additional duty.

Satisfactory level of the respondents towards other benefits.

a) **Group Insurance:** 39% of the respondents strongly disagree that group insurance facilities exist in the colleges.

b) **Free education facilities for children:** 48% of the respondents strongly disagree and 20.75% disagree that free education facilities are offered to their children.

c) **Welfare loan:** 46.50% of the respondents strongly disagree that welfare loan facilities are available.

d) **Provision for free tour facilities:** 59% of the respondents strongly disagree that there is provision for free tour facilities.

e) **Provision for special gifts:** The highest (43%) percentage of the respondents strongly disagree that there is provision for special gift.

Satisfactory level of the respondents towards the rewards and awards:

a) Cash Awards for the Academic Excellence: 50.75% of the respondents strongly disagree that there are cash awards for academic excellence. It obviously decreases the satisfaction level of the teachers**.**

b) Promotion: The highest (42.75%) percentage of the respondents strongly disagree that there is a provision for promotions.

c) Providing additional responsibility: The highest (53%) percentage of the respondents strongly disagree that colleges provide additional responsibilities other than teaching.

d) Official appreciation in recognition of services: There are 55.75% of the respondents who strongly disagree that there is official appreciation for the recognition of services.

e) Special awards for the publications: 40% of the respondents strongly disagree and 17.50% of the respondents disagree that special awards are given for publications in the reputed journal and books.

FINDING BASED ON INFRASTRUCTURE

Satisfactory level of the respondents towards the physical environment of the colleges

a) **Good supply of drinking water:** 29% of the respondents disagree and 13.50% of the respondents strongly disagree that good supply of water is provided.

b) **Toilet facility:** There are 35.50% of the respondents who strongly agree that colleges are providing good toilet facility.

c) **Play ground facility:** There are 26.50% of the respondents who disagree with the statement that colleges have got good play ground facility**.**

d) **Canteen facility available:** The highest (42%) percentage of the respondents agree that colleges provide good canteen facility.

e) **Staff parking facility available:** The highest **(**30.75%) percentage of the respondents disagree that staff parking facility is available. It indicates that many colleges do not have good parking facility.

Satisfactory level of the respondents towards infrastructure in general

a) Sufficiently furnished class room available: The highest (31%) percentage of the respondents agree and 2.75% of the respondents strongly agree that sufficiently furnished class rooms are available.

b) Staff room sufficiently furnished: Of all, 30.50% of the respondents disagree that staff rooms are sufficiently furnished. It is crystal clear from the opinion of the majority of the respondents that staff rooms are not sufficiently furnished.

c) Meeting hall and Examination hall available: Of all, 38.25% of the respondents disagree that there are

meeting halls and exam halls in the self financing colleges.

d) **Office Room facility:** 23.50% of the respondents strongly agree and 20% of the respondents agree that the office room facility is enough to complete the work.

e) **Seminar hall available:** Out of the total respondents, 27.75% of the respondents agree that seminar halls are available in their colleges.

Satisfactory level of the respondents towards infrastructure in terms of Lab/Library facility

a) **Library is sufficiently equipped:** There are 33.75% of the respondents who disagree that libraries are equipped sufficiently.

b) **Science lab is sufficiently equipped:** 21.75% of the respondents agree and 6.75% of the respondents strongly agree that science lab is sufficiently equipped.

c) **Computer lab is sufficiently equipped:** 31.25% of the respondents agree and 12% of the respondents strongly agree that computer lab is sufficiently equipped.

d) **Supply of material for science practical is sufficient:** 20.25% of them respondents agree and 8.75% of them strongly agree that the supply of material for science practical is sufficient in the self financing Arts and Science colleges.

e) **Internet facility is sufficient:** 27.75% of the respondents agree that internet facility is sufficient in the self financing colleges. This would increase the job satisfaction level still higher.

Satisfactory level of the respondents towards infrastructure in terms of teaching aids.

a) **ICT enabled class room facility:** 25.75% of the respondents strongly agree that colleges are providing ICT standard class room facility, which enables them to deliver good lecture and increase job satisfaction.

b) **OHP/LCD facility available: 2**9.75% of the respondents agree that colleges are providing OHP/LCD facility for imparting higher education in a better way.

c) **Communication lab available:** 25% of the respondents strongly disagree that communication lab is available.

d) **Language lab available:** 18% of the respondents agree and 12.25% of the respondents strongly agree that language lab is available.

e) **Virtual Class room facilities:** 35%of the respondents disagree that virtual class room facility is available

FINDING BASED ON THE PROFESSIONAL DEVELOPMENT

Satisfactory level of the respondents towards professional development

a) **Easy Concurrence for higher education**: The highest 37% of the respondents agree that easy concurrence is given by the management for pursuing higher education.

b) **Reimbursement expenses for higher education:** 37.75% of the respondents strongly disagree that colleges reimburse the money spent for higher education.

c) **Simplified approval procedure for higher studies:** Out of the total 38.50% respondents disagree that there is simplified approval procedure for higher studies.

d) **Granting of leave for pursuing higher education:** 47% of the respondents agree that leave is granted for doing higher studies.

e) **Existence of the faculty exchange programme for higher studies:** 34% of the respondents disagree that faculty exchange programme for a higher study is in existence.

Satisfactory level of the respondents towards professional development and government programme

a) **Encouraging that staff for attending FIP:** 33.25% of the respondents agree that colleges encourage the staff to attend FIP programme.

b) **Granting of OD for attending government programme:** 31.50% of the respondents agree that colleges grant leave on other duty for the staff for attending government programme.

c) **Permission for conduct of academic programme :** 25% of the respondents agree that the managements encourage the teaching faculty to conduct academic programme.

d) **According permission to go as resource persons to academic programme:** 28% of the respondents agree that permission is granted to the staff to go as resource persons for academic programme.

e) **Simplified procedure for getting approval to attend academic programme:** 27% of the respondents agree that the self financing Arts and Science colleges are following simplified procedure to attend academic programme.

Satisfactory level of the respondents towards professional development and Seminar/Conference

a. **Encouraging the staff to organize seminar:** Of all, 29% of the respondents agree that colleges encourage the staff to organize seminar/ Conference/symposium.

b. **Funding for the conduct of the seminar:** 26.50% of the respondents agree that funding is given for conduct of academic programme.

c. **Encouraging the staff to release journal and proceeding:** Among the all respondents, 23.75% of the respondents agree that colleges encourage them to release journal and proceeding.

d. **Sanction of OD for attending academic programme:** 24.25% of the respondents agree and 14.75% of the respondents strongly agree that leave on other duty is granted for the staff members to attend seminars and conferences.

e. **Simplified procedure for getting approval to attend academic programme:** 25.50% of the respondents agree and 9.25% of the respondents strongly agree that colleges follow simplified procedure for getting approval to attend academic programme.

Satisfactory level of the respondents towards the professional development and funding project/consultancy services

a) **Encouragement for applying for minor projects:** 30.50% of the respondents agree that Colleges encourage them to apply for minor projects.

b) **Encouraging the staff applying for major projects:** Out of the total sample respondents, 26% of the respondents agree that the management is encouraging them to apply for major projects.

c) **Encouraging the consultancy services:** 22% of the respondents strongly disagree that colleges are encouraging consultancy services.

d) **Assisting foreign trips for consultancy and for projects:** Of all, 26.50% of the respondents agree that colleges are assisting them on foreign trips for consultancy and for projects work.

e) **Simplified procedure for utilization of fund:** 31.75% of the respondents agree that colleges follow simplified procedure for utilizing funds raised through the funding agency

Rank for the various dimensions of job satisfaction

Out of the total respondents, the highest numbers of the respondents have given first rank to the professional development activities of the self financing Arts and Science colleges. Second rank is

given for infrastructure. Third rank is given for compensation and Fourth rank is given to Workplace Conditions.

It is understood that colleges concentrate more on professional development activities of the teaching faculty.

Distribution of the respondents based on their various dimensions of job satisfaction

With regard to the distribution of the respondents and the various dimensions of the job satisfaction, 54% of the respondents are in low level and 46% of the respondents are in high level.

The overall mean score for both levels is 250.65, Median score is 245.50 and standard division is 25.719.The minimum admitted count level from the given five point scale question is 185 and the maximum admitted count by the respondents is 331.

From the analysis on the job satisfaction levels it is inferred that 54% of the respondents have low satisfaction and 46% of the respondents have high job satisfaction towards various dimensions of the job satisfaction.

FINDINGS BASED ON THE RESULTS OF TEST OF HYPOTHESES

a. $H_{1:}$ There is a significant difference between the gender of the respondents and their overall job Satisfaction.

    i. Tools Used : The above hypothesis is tested with the help of students' 'T' test

ii. Results: The calculated value is greater than the table value ($P > 0.05$). The difference between the gender of the 44teaching faculty and their job satisfaction is not significant. It is further inferred that there is no significant association between the gender of the teaching faculty and their overall job satisfaction. As a result there is no difference in the perception of the teaching faculty towards all the above four tested variables in the study area.

b. H_1 :There is a significant association between the age of the respondents and their overall job satisfaction

i. Tools used: The hypothesis given above is tested using Chi-Square test.

ii. Results: The calculated value X^2=12.225 and the ($P>0.05$).The association between the age and overall job satisfaction is not significant. Therefore it is clear that there is no significant association between the age of the respondents and the various factors of the job satisfaction. Therefore, it is clear that job satisfaction is varied according to the age level of the each and every respondent.

c. H_1: There is a significant difference between the marital status of the respondents and their overall job satisfaction

i. Tools Used: The above hypothesis was tested with students' 'T' Test.

ii. Results: The calculated value T=-3.952 and ($P<0.05$) Hence, the difference between the marital status of the teaching faculty and their job satisfaction is significant. It is further inferred that in case of Workplace conditions and infrastructure the difference is significant because the commitment of the married faculty is entirely different from that of the unmarried faculty.

This is clearly depicted from the test. Similarly In the case of compensation and professional development the difference is not significant. Hence, there is no difference between the marital status and job satisfaction of the teaching faculty. It shows that there is a significant relationship between the marital status and job satisfaction. It is obvious because the attitude of the married men and women is varying from that of the unmarried.

d. H_1: There is a significant difference between the educational qualification of the respondents and their overall job satisfaction

I. Tools used: The hypothesis is given below tested by using One way ANOVA ‘F’ Test

II. Results: The calculated value F=6.762 and ($P<0.05$) the calculated value is less than the table value. The research hypothesis is accepted and the null hypothesis is rejected. The difference between the educational qualifications of the respondents and their overall job satisfaction is at significant level. It is further inferred that in terms of different parameters, the job satisfaction is at significant level in respect of their education qualification.

e. H_1: There is a significant difference between the experience of the respondents and their overall job satisfaction

I. Tools Used: The above hypothesis is tested by using one way ANOVA ‘F’ Test

II. Results: The Calculated value F=.961 and ($P<0.05$) Hence, the calculated value is greater than the table value. The difference between the experience of the teaching faculty and their job satisfaction is not significant. It is further inferred that the experience of the teaching faculty has no significant difference in the job satisfaction towards all the tested parameters.

f. H_1: There is a significant difference between the course of the respondents and their overall job satisfaction

I. Tool Used: The above hypothesis is tested by using students' 'T' Test

II. Results: The calculated value T=1.376 and (P>0.05) Hence, the calculated value is greater than table value. The difference between the course/branch of the teaching faculty and their overall job satisfaction is not significant. It is further inferred that there is no significant difference between the course of the teaching faculty and overall job satisfaction. Hence it is clearly known that the entire teaching faculty working in one college would have similar type of perception towards tested variable invariably their branch of study.

g. H_1: There is a significant difference between the departments of the respondents and their overall job satisfaction

I. Tools Used: The above hypothesis is tested by using one way one- way ANOVA 'F' Test

II. Results: The calculated value F=6.522 and (P< 0.05) Hence, the calculated value is less than the table value. Therefore the research hypothesis is accepted and null hypothesis is rejected. It is

clear that there is a significant difference between the department and overall job satisfaction of the teaching faculty in Arts and Science colleges. It is found from the study that the field of study has greatly influenced the job satisfaction of the teaching faculty in all the four tested parameters.

It is obvious that job satisfaction largely depends on the nature of the work and the requirements of the teaching faculty.

h. $H_{1:}$ There is a significant difference between the income of the respondents and their overall job satisfaction.

i. Tools Used: The above hypothesis is tested by using One way ANOVA 'F' Test

ii. Results: The calculated value F=3.045 and ($P>0.05$).The calculated value is greater than the table value. Hence, the research hypothesis is rejected and the null hypothesis is accepted. Therefore there is no significant difference between the income of the respondents and their overall job satisfaction.

Further it is inferred that income drawn by the respondents and their overall job satisfaction is not significant. It is understood that most of the respondents working in the self financing colleges with lower monthly salary are satisfied

with their job since they got good social recognition.

i. H_1: There is a significant difference between the gender of the respondents and their professional development

   i. Tools Used: The above hypothesis is tested by using Mann-Whitney test

   ii. Results: The results suggest that there is statistically no significant difference between the gender of the respondents and their professional development. Z value is -.300 and (.764) is the 2 tailed assumption values. Hence the research hypothesis is rejected and the null hypothesis is accepted. Therefore, there is no significant difference between the gender of the respondents and their perception towards the professional development opportunity.

j. H_1: There is a significant difference between the marital status of the respondents and job satisfaction towards compensation

   I. Tools Used: The above hypothesis is tested by using Mann-Whitney test

   II. Results: The results suggest that there is statistically no significant difference between the underlying distribution of the married teaching faculty score and that of the

unmarried teaching faculty score (Z = -1.380, P=.167). Therefore it is clear that the expectation of the married and the unmarried towards the compensation is not similar.

Other related Hypotheses tested results

k. H_1: There is a significant difference between the course of the study of the respondents and their satisfaction towards infrastructure

   I. Tools: The above hypothesis is tested by using Mann-Whitney test

   II. Results: The results suggest that there is a statistically significant difference between the underlying distribution of various courses of the study and their satisfaction towards infrastructure (Z = -3.858, P= .000). Therefore it is clear that expectation of the married and the unmarried towards infrastructure is similar.

l. H_1: There is a significant relationship between the Workplace conditions and the overall job satisfaction of the respondents

   I. Tools Used: The above hypothesis is tested by using Inter Correlated Matrix correlation test

II. Results: The calculate value is .844 (**) and P < 0.01. Hence the calculated value is less than the table value. Therefore null hypothesis is rejected and research hypothesis is accepted. The relationship between the Workplace conditions and overall job satisfaction of the respondents is significant. It is further inferred that on the basis of inter correlated matrix almost all the parameters are significantly related to each other. As a result, good Workplace conditions significantly creates overall job satisfaction among the self financing Arts and Science colleges teaching faculty.

m. H_1: There is a significant relationship between Workplace conditions and professional development

I. Tools Used: The above hypothesis is tested by using Inter Correlated Matrix correlation test

II. Results: The calculated value is -.152(**) and (P<0.01) hence the calculated value is less than the table value. Therefore null hypothesis is rejected and the research hypothesis is accepted. The relationship between the Workplace conditions and professional

development is significantly correlated. It is further inferred that Workplace conditions includes administration or management which is supportive. Hence it is obviously related to professional development. It is concluded that the professional development of the teaching faculty is significantly related to the Workplace conditions of the self financing Arts and Science colleges.

n. H_1: There is a significant relationship between the nature of the management and the inter personal relationship of the respondents

I. Tools Used: The above hypothesis is tested by using Inter Correlated Matrix correlation test

II. Results: The calculated value is .134(**) and ($P< 0.01$) the calculated value is less than the table value. Hence, the null hypothesis is rejected and research hypothesis is accepted. The relationship between the nature of the management and the inter-personal relationship of the respondents is significantly related. It is further inferred that Impersonal communication among the employees is closely correlated with the nature of the management.

o. H_1: There is a significant relationship between salary and the rewards and awards

I. Tools Used: The above hypothesis is tested with the help of Inter- Correlated matrix

II. Results: The calculated value is .684(**) and (P<0.01). The calculated value is less than the table value. Hence, null hypothesis is rejected and research hypothesis is accepted. The relationship between salaries and rewards awards offered by the self financing colleges is significant. Therefore it is inferred that there is a significant relationship between salary and rewards and awards.

p. H_1 : There is a significant relationship between infrastructure in terms of physical environment and Infrastructure in terms of library

I. Tools Used: The above hypothesis is tested with the help of Inter- Correlated matrix

II. Results: The calculated value is .382(**) and (P< 0.01) there is a significant relationship between the infrastructure facility in terms of physical environment and in terms of lab/Library. The calculated value is less than

the table value. Hence, null hypothesis is rejected and research hypothesis is accepted.

q. H_1 : There is a significant relationship between overall job satisfaction and students' absenteeism

I. Tools Used: The above hypothesis is tested with the help of Inter- Correlated matrix

II. Results: The calculated value is .0.41 (**) and (P< 0.01) the calculated value is less than the table value. Hence, the null hypothesis is rejected and research hypothesis is accepted. The relationship between the students' behaviour and overall job satisfaction is significant. It is evident from the above test that absenteeism greatly influences the job satisfaction level of the teaching faculty.

SUGGESTIONS AND RECOMMENDATIONS

The following suggestions and recommendations have been made to the respective authority based on the present research study. This would be helpful for increasing the job satisfaction of the teaching faculty, retaining the good teaching faculty, increasing the quality of the higher education and through which achieving the national growth and stability.

TO THE EDUCATIONAL PROMOTERS:

I. The administrator of self financing Arts and Science colleges is expected to define employment policy or conditions clearly to the teaching faculty while they join. This includes tenure, condition for leaving, salary, working hours, and acknowledgement for receiving the certificates and appointment order by stating all these things. If given to teaching faculty well in advance, it would increase their job satisfaction.

II. It is suggested to have a consortium decision on minimum qualification for the faculty. Most of them are Post graduates and less numbers of them are Ph.D holders. The qualification difference among the faculties would create better inter personal relations and uniformity in salary fixation.

III. The administrator would make attempts to offer good salary or other benefits as a means to retain the

expertise of the faculty members in the self financing colleges.

IV. There is a need for staff association or committee to address the issues related to dissatisfaction and grievances.

V. Faculty members can be included for decision making with respect to academic matters. This would create better relationship between the employer and employee.

VI. The work load can be allotted scientifically by allocating the subjects based on their expertise.

VII. As far as parental support and parental care are concerned, the management should arrange mechanized system to gain confidence of the parents by arranging frequent meetings.

VIII. Students' absenteeism is the big problem today. It is strongly recommended and suggested to have staff in charge of attendance or the absenteeism control in-charge to watch and reduce the absentees' issue.

IX. It is suggested to have students mentoring system to share their personal, family and academic related issues and problems. Each faculty is allocated a group of students so that they may be continuously monitored by the teachers and this minimizes all sorts of misbehaviour of the students.

X. It is further recommended to have students' counsellor in the colleges. He/she can counsel the students.

XI. The management can give decent salary and various benefits to its faculty members to induce voluntary participation in curricular and co curricular activities.

XII. With regard to non monetary benefits it is recommended to follow the western model of motivating the teacher in term of title like best result producers, problem solver, paper publisher. Some sort of recognition from the management would increase the job satisfaction of the teaching faculty.

XIII. Physical classroom facility and good infrastructure facility can be enhanced to develop the competency of the students.

XIV. As for maintenance regarding computer and science labs, one of the problems is that there are colleges which still possess out-dated configuration using pirated version of the software for their system. Hence it is recommended to update these facilities to benefit both the students and the teachers.

XV. Most of the Colleges are not permitting the faculty to do part time PhD's or higher studies during their service. So it is suggested to have some sort of amicable agreement between the teaching faculty and the

management to increase the professional development of the teaching faculty.

XVI. MOU between colleges or with industry are only less. Hence it is recommended to increase the number of MOU's for maintaining good standards.

SUGGESTIONS TO THE UNIVERSITY

The self financing colleges are affiliated to the university which has the power to monitor the colleges and ensure that feasibility of the course is up to the mark of the university stipulated standard. The following suggestions are made to the university for better monitoring and to impart good quality education.

1. It is suggested that the employment condition of the self financing colleges be monitored through a separate board formed to minimize the grievances related to the employment conditions. It would increase the confidence level of the teaching faculty and achieve high level job satisfaction.

2. It is suggested that the self financing colleges are surprisingly inspect to know the infrastructure of the colleges and to give the suggestions to develop their infrastructure.

GOVERNMENT AND POLICY MAKER

1. A teacher is a very important professional than any other professional in the world. Hence it is indispensable to keep them happy. It is recommended that the government form a committee for the welfare of the college faculty. In USA they have a system to monitor school teaching faculty.

2. As far as India is concerned we are unable to attain 38 % of the higher education. Government is unable to support the self financing colleges. It is suggested to the Government to provide subsidies to the colleges. It may be helpful for the efficient management of the institution .It might indirectly increase the job satisfaction level.

3. It is recommended to the government to allow the private company or the industry to sponsor any self financing college. The expenses may be deducted for their payment of tax under the income from business.

CONCLUSION

Job satisfaction is the fulfilment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But the expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, and organization to organization. So, job satisfaction cannot be generalized. From the academic perspective, Workplace conditions, compensation, infrastructure and professional development affect the job satisfaction of the teaching faculty.

The present study has tried to discover the level of job satisfaction among the teaching faculty of self financing Arts and Science colleges affiliated to Baharthidasan University, Tiruchirappalli considering the four dimensions namely Workplace conditions, compensation, infrastructure and professional development. The study shows that Workplace conditions, professional development and infrastructure significantly creates overall job satisfaction of the teaching faculty, strategic attention need to be given specifically for the compensation dimension which is closely associated with overall job satisfaction. Formation of consortium at the state level would be the best choice to exercise compensation dimension with reasoning.

SUGGESTIONS FOR FUTURE RESEARCH

This study has made an important contribution to the self Financing Arts and Science colleges to understand the job satisfaction level among the teaching faculty and help to increase the satisfaction level so as to retain good employees and ensure increase in the performance of the teaching faculty.

Further research is needed to investigate more variables which are not covered in this study and also to find out how the behaviour of the individual is changing according to the levels of job satisfaction. The typical evidence from the quantitative data of this study shows that the teaching faculty need good Workplace conditions especially management support, defining its employment conditions, improved infrastructure and compensation.

The result from this study shows that the gap between job satisfaction and dissatisfaction is only at a negligible among the teaching faculty. Hence future study can also address the issue of the job satisfaction and dissatisfaction and its impact on performance of the teaching faculty and performance of students. That will clearly explain the effect of job dissatisfaction in an educational institution and its effects on students' performance.

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A STUDY ON THE JOB SATISFACTION AMONG THE TEACHING FACULTY OF SELF FINANCING ARTS AND SCIENCE COLLEGES AFFILIATED TO BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI

I. Personal Data

1. Name : --------------------------------------
2. Name of the institution :------------------------------------
3. Gender :a) Male ◯ b) Female ◯
4. Age :a) Below 30yrs ◯ b) 31 yrs to 35 yrs ◯
   c) 36 yrs to 40 yrs ◯ d) 41 yrs to 45 yrs ◯ e) 46 years & above ◯
5. Marital status : a) Married b) Unmarried
6. Designation : ---
7. Educational qualification :

PG Only	M.Phil	Ph.D	NET/SET

8. Nature of your appointment a) Consolidated basis ◯ b) Hourly basis ◯
9. Years of experience in the college currently Working :a) Below 2yrs ◯ b) 3 to 4yrs ◯
   c) 5 to 6 yrs ◯ d) 7 yrs and above ◯
10. Nature of the course/Branch of the study : a) Arts ◯ b) Science ◯
11. Name of the discipline/ Department :--
12. Monthly salary :

Below Rs. 6000	Rs.6001 – RS.8000	Rs.8001 – Rs.10000	Rs.10001 and Above

II. Job satisfaction and workplace conditions(please (√)the following questions with appropriate box given below)

SA- Strongly agree A- Agree NAND – Neither agree nor disagree DA – Disagree SD – Strongly disagree

1	**Nature of the management**	SA	A	NAND	DA	SD
a	The management is supportive and encouraging					
b	The administrators clearly define the college policy					
c	Access to management is good and easy					
d	The style of the management is good					
e	There is a good treatment					
2	**Participation and freedom in decision making**					
a	There is freedom in decision making					
b	Role of teaching faculty in decision making is good					
c	Suggestion are consider and encouraged					
d	There is a delegation and decentralization of work					
e	My superior encourage new ideas at all levels					
3	**Discharge of routine work**					
a	Sufficient time is given for lesson plan preparation					
b	There is enough time for assignment and paper correction					
c	Allotment of workload is sufficient					
d	There is enough time to complete the syllabus					
e	Work activities are relevant and meaningful					
4	**Inter – personal relationship**					
a	There is health relationship with management					
b	Relationship with students is good					
c	Relationship with other department faculty is good					
d	There is good understanding among the faculty					
e	Cooperation and Coordination are good					
5	**Parental care and Parent Support**					
a	Giving counseling to the needy students					
b	The role of teachers towards the student is good					
c	Giving feedback is regular					
d	Role of parent towards the students is very much supportive					
e	There is regular mentoring					
6	**Students attitude and Involvement**					
a	Students understand the expectation of the teachers					
b	Students respect and obey the teachers					
c	Students are interested in knowing new thing					
d	Students are more interactive					
e	Students clear their doubts spontaneously					

III. Job satisfaction and Students' behaviour

	BEHAVIOUR	Rank
1	Arriving late at College	
2	Absenteeism (i.e)Unexcused absences	
3	Skipping class	
4	Violating dress code	
5	Classroom disturbance	
6	Cheating	
7	Profanity	

8	Vandalism	
9	Theft	
10	Intimidation or verbal abuse of other students	
11	Physical injury to other students	

IV. Job satisfaction and Compensation

SA- Strongly agree A- Agree NAND – Neither agree nor disagree DA – Disagree SD – Strongly disagree

1	**Salary**	SA	A	NAND	DA	SD
a	Salary is adequate					
b	There is annual increment					
c	Leave salary available					
d	Advance salary available					
e	Provision of provident funds					
2	**Allowance**					
a	Conveyance allowance					
b	Medical Allowance					
c	Festival allowance					
d	House rent allowance					
e	Allowance of additional duties					
3	**Other benefits**					
a	Group Insurance					
b	Free education facilities for children					
c	Welfare loan facilities					
d	Provision of free tour facilities					
e	Provision for special gift					
4	**Rewards and Awards**					
a	Cash awards for academic excellence					
b	Promotions					
c	Providing additional responsibility					
d	Official appreciation in recognition of services					
e	Special awards for publication					

V. Job satisfaction and Infrastructure

SA- Strongly agree A- Agree NAND – Neither agree nor disagree DA – Disagree SD – Strongly disagree

1	**Infrastructure in terms of physical environment**	SA	A	NAND	DA	SD
a	Good Supply of drinking water					
b	Toilet facilities are good					
c	Play ground facilities available					
d	Canteen facilities available					
e	Staff parking facilities available					
2	**Infrastructure in General**					
a	Sufficiently furnished class rooms available					
b	Staff room sufficiently furnished					
c	Meeting hall exam hall available					
d	Office room facilities available					
e	Seminar hall available					
3	**Infrastructure in terms of Lab/Library**					
a	Library is sufficiently equipped					
b	Science lab is sufficiently equipped					
c	Computer lab are sufficiently equipped					

d	Supply of materials for science practicals is sufficient					
e	Internet facilities is sufficient					
4	**Infrastructure in terms of Teaching aids**					
a	ICT enabled class room facilities					
b	OHP/LCD facilities available					
c	Communication lab available					
d	Language lab available					
e	Virtual class room facilities					

VI. Job satisfaction and professional development

SA- Strongly agree A- Agree NAND – Neither agree nor disagree DA – Disagree SD – Strongly disagree

1	**Professional development and Higher studies**	SA	A	NAND	DA	SD
a	Easy concurrence for higher education					
b	Reimbursement expenses on higher education					
c	Simplified procedure for approval					
d	Grant of leave for higher education					
e	Existence faculty exchange program for higher studies					
2	**Professional development and government program**					
a	Encouraging to attend the FIP					
b	Sanction of OD for attending government program					
c	According of permission for conduct of academic a program					
d	Granting of permission to go as resource person for academic program					
e	Simplified procedure for attending academic a program					
3	**Professional development seminar / Conference**					
a	Encouragement to organize seminar					
b	Funding the conduct of the seminar					
c	Encourage the release of journal and proceeding					
d	Granting OD for attending academic program					
e	Simplified procedure for attending academic program					
4	**Professional development and funding project/consultancy services**					
a	Encouragement applying minor projects					
b	Encouragement applying major projects					
c	Encouraging consultancy services					
d	Assisting foreign trips for consultancy and for projects					
e	Simplified procedure for utilization					

VII. Rank the factors for job satisfaction

1	**Factors**	Rank
a	Workplace Conditions	
b	Compensation	
c	Infrastructure	
d	Professional Development	

UNIVERSE AND SAMPLE SIZE OF THE STUDY

UNIVERSITY

GOVERNMENT COLLEGES	AIDED COLLEGES	SELF FINANCING COLLEGES

S.No	District	No.of College	Name of the College	Total Population	Sample
1	Tiruchirappalli	1	Chettinad College of Arts & Science, Tiruchirappalli – 620 001.	50	7
		2	Christhu Raj College, Tiruchirappalli – 620 012.	57	8
		3	Kurinji College of Arts & Science, Tiruchirappalli – 620 002.	54	8
		4	M.I.E.T. Arts College Tiruchirappalli – 620 007.	50	7
		5	Srimad Andavan Arts & Science College, Tiruchirappalli – 620 005.	70	10
		6	Imayam College of Arts & Science, Thuraiyur – 621 206.	45	6
		7	Aiman College of Arts & Science for Women, Tiruchirappalli – 620 021.	52	7
		8	Cauvery College for Women, Tiruchirappalli - 620 018.	50	7
		9	Chidambaram Pillai College for Women, Tiruchirappalli – 620 005.	56	8
		10	Shrimati Indira Gandhi College, Tiruchirappalli – 620 002.	45	6

2	Thanjavur	1	ABI & ABI College, Vayalur, Thanjavur – 613 003.	50	7
		2	Adaikala Matha College, Thanjavur – 613 403.	47	7
		3	Annai Veilankanni Arts & Science College, Thanjavur – 613 007.	43	6
		4	Bharat College of Science & Management, Thanjavur – 613 007.	45	6
		5	Dharmambal Ramasamy Arts & Science College Thanjavur – 614 625.	45	6
		6	Dr. Nallikuppusamy Arts College, Thanjavur – 613 003.	42	6
		7	Maruthu Pandiyar College, Thanjavur – 613 003.	40	6
		8	Rajagiri Dawood Batcha College of Arts & Science, Thanjavur – 614 207.	45	6
		9	Sami Arul Arts & Science College, Thanjavur – 613 007.	46	6
		10	Bon Secours College for Women, Thanjavur – 613 006.	54	8
		11	Ponnaiyah Ramajayam College, Thanjavur	50	7
		12	Enathi Rajappa College of Arts & Science, Pattukottai – 614 615.	53	7
		13	Meenakshi Chandrasekaran College of Arts & Science, Pattukottai – 614 601.	40	6
		14	Sri Venkateshwara College of Arts & Science, Peravurani – 614 804.	47	7
		15	Annai College of Arts & Science, Kumbakonam – 612 503.	55	8
		16	MASS College of Arts & Science, Kumbakonam.	59	8
		17	Sri Sankara Arts and Science College, Kumbakonam – 612 501.	52	7
		18	Idhaya College of Women, Kumbakonam – 612 001.	49	7

3	Pudukottai	1	J.J. College of Arts & Science, Pudukkottai – 622 404.	50	7
		2	Mahatma Arts and Science College, Pudukkottai D – 622 101.	38	5
		3	Naina Mohamed College of Arts & Science, Pudukkottai – 614 624.	54	8
		4	Paventhar Bharathidasan College of Arts & Science, Pudukottai – 622 515.	57	8
		5	Sudharsan College of Arts & Science Pudukottai – 622 104.	48	7
		6	Arputha College of Arts and Science, Pudukottai – 622 303.	45	6
		7	Auxilium College of Arts & Science for Women, Pudukottai – 622 302.	40	6
		8	Sri Bharathi Arts and Science College Pudukottai – 622 303.	42	6
4	Ariyalur	1	Meenakshi Ramasamy Arts and Science College, Ariyalur – 621 804	50	7
		2	Modern Arts and Science, Jayankondam – 621 802.	45	6
		3	Mother Gnanamma Women's College of Arts and Science, Ariyalur	52	7
5	Perambalur	1	Srinivasan College of Arts and Science, Perambalur – 621 212	46	6
		2	Thanthai Hans Roever College, Perambalur – 621 212	51	7
		3	Dhanalakshmi Srinivasan College of Arts and Science for Women, Perambalur – 621 212	40	6
		4	Sri saradha College for Women, Perambalur – 621 212	45	6
6	Karur	1	Arungarai Amman College of Arts & Science, Karur – 639 202.	55	8
		2	Cambridge College of Arts & Science, Karur – 639 117.	45	6
		3	Kongu College of Arts & Science, Karur – 639 006.	48	7

		4	Valluvar College of Science and Management, Karur – 639 003.	41	6
		5	Annai Women’s College, Karur – 639 136.	45	6
		6	Sri Sarada Niketan College of Science for Women, Karur – 639 005.	43	6
7	Nagappatinam	1	A.R.C. Viswanathan College, Nagapattinam – 609 003.	50	7
		2	Best Arts and Science College, Nagapattinam – 609 111.	45	6
		3	Edayathangudi G.S. Pillai Arts & Science College, Nagapattinam – 611 001.	43	6
		4	Kalaimagal College of Arts & Science, Nagapattinam – 609 309.	41	6
		5	Vivekananda Arts and Science College for Women, Nagapattinam – 609 111.	40	6
8	Thiruvaur	1	Nethaji Subash Chandra Bose College, Thiruvarur – 614 001.	45	6
		2	Sadasivam Kathirkamavalli College of Arts and Science, Thiruvarur District.	43	6
		3	Swami Dayananda College of Arts and Science, Thiruvarur – 612 610.	46	6
		4	Rabiammal Ahamed Maideen College for Women, Thiruvarur – 610 002.	45	6
		5	Sulthana Abdullah Rowther College for Women, Thiruvarur – 614 101.	40	6
		6	Sengamala Thayaar Educational Trust Women’s College, Mannargudi – 614 001.	54	7
	Total	60	Total	2863	400

Table 4.53

Inter correlated matrix for overall job satisfaction and students' behaviour

	Arriving late at college	Absent	Skipping class	Violating dress code	Classroom disturb	Cheat	Profanity	Vandal	Theft	verbal abuse	Physical injury	Overall Job satisfaction
Arriving late	1	-.041	.659 (**)	.767 (**)	-.006	.184 (**)	-.007	.643 (**)	.639 (**)	-.039	-.061	.173 (**)
Absenteeism	-.041	1	-.004	-.028	.693 (**)	.141 (**)	.709 (**)	-.090	-.043	.453 (**)	.338 (**)	.041
Skipping class	.659 (**)	-.004	1	.738 (**)	.002	.135 (**)	.000	.603 (**)	.604 (**)	-.042	-.063	.103 (*)
Vio. dress code	.767 (**)	-.028	.738 (**)	1	.019	.159 (**)	.021	.699 (**)	.688 (**)	-.062	-.120 (*)	.198 (**)
Classroom disturbance	-.006	.693 (**)	.002	.019	1	.159 (**)	.815 (**)	-.062	-.041	.477 (**)	.326 (**)	.002
Cheating	.184 (**)	.141 (**)	.135 (**)	.159 (**)	.159 (**)	1	.101 (*)	.145 (**)	.109 (*)	.084	.039	.004
Profanity	-.007	.709 (**)	.000	.021	.815 (**)	.101 (*)	1	-.028	-.013	.437 (**)	.317 (**)	.030
Vandalism	.643 (**)	-.090	.603 (**)	.699 (**)	-.062	.145 (**)	-.028	1	.644 (**)	-.094	-.052	.227 (**)
Theft	.639 (**)	-.043	.604 (**)	.688 (**)	-.041	.109 (*)	-.013	.644 (**)	1	.034	-.067	.185 (**)
Verbal abuse	-.039	.453 (**)	-.042	-.062	.477 (**)	.084	.437 (**)	-.094	.034	1	.226 (**)	.010
Physical injury	-.061	.338 (**)	-.063	-.120 (*)	.326 (**)	.039	.317 (**)	-.052	-.067	.226 (**)	1	-.092
Overall Job satisfaction	.173 (**)	.041	.103 (*)	.198 (**)	.002	.004	.030	.227 (**)	.185 (**)	.010	-.092	1
N	400	400	400	400	400	400	400	400	400	400	400	400

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

Inference

The calculated value is .0.41 (**) and (P< 0.01) the calculated value is less than the table value. Hence, null hypothesis is rejected and research hypothesis is accepted.

Findings

The relationship between the students' behaviour and overall job satisfaction is significant. It is evident from the above test that absenteeism had greatly influenced the job satisfaction level of the teaching faculty.

The next chapter deals with findings of the study, Suggestions and recommendations, Conclusion and suggestions for future studies.